4 School education

CONTENTS

Attachment tables

Attachment tables are identified in references throughout this chapter by an 'A' suffix (for example, table 4A.3). A full list of attachment tables is provided at the end of this chapter, and the attachment tables themselves are available on the CD-ROM enclosed with the Report or from the Review website at <www.pc.gov.au/gsp>.

This chapter focuses on performance information — equity, effectiveness and efficiency — for government funded school education in Australia. Reporting relates to government funding only, not to the full cost to the community of providing school education. Descriptive information and performance indicators are variously reported for:

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

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

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

This year, the chapter has been enhanced by including nationally comparable learning outcomes data for:

- student attendance data on year 1 to year 10 students, 2007
- national assessment data on year 6 students achieving at or above the proficiency standard for scientific literacy, 2006
- 15 year old students achieving at or above level 3 on the international scientific literacy assessment, 2006
- year 4 and year 8 students achieving at or above the intermediate international level in mathematics achievement, 2006-07
- year 4 and year 8 students achieving at or above the intermediate international level in science achievement, 2006-07
- national assessment data on year 6 and year 10 students achieving at or above the proficiency standards for information and communication technologies literacy, 2005.

The scope of the measure on school participation has been expanded to include data on part time students and students aged 14 years (previous scope was full time students aged 15 years to 19 years).

Data have also been provided for the first time for Indigenous learning outcomes by geolocation by state and territory (for 2006 and 2007). (National level data for 2005 were included in the 2008 Report.)

4.1 Profile of school education

Service overview

Schools are the institutions within which organised school education takes place. They are differentiated by the type and level of education they provide, their ownership and management, and the characteristics of their student body. The formal statistical definition of schools used for this chapter is:

> an establishment (other than a special school) that satisfies all of the following criteria:
>
> - its major activity is the provision of full time day primary or secondary education or the provision of primary or secondary distance education
> - it is headed by a principal (or equivalent) responsible for its internal operation
> - it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations (ABS 2008).

Student performance can be affected by factors that may be partly or totally outside the influence of the school system, such as student commitment, family environment (including socioeconomic status, parents' educational attainment and support for the child) and the proximity of the school to other educational facilities. It is beyond the scope of this Report to consider the effect of all such factors, but this section provides some context for the performance information presented later in the chapter. Further contextual information is provided in appendix A.

Roles and responsibilities

Under constitutional arrangements, the State and Territory governments have responsibility to ensure the delivery of schooling to all children of school age. They determine curricula, regulate school activities and provide most of the funding. State and Territory governments are directly responsible for the administration of government schools, for which they provide the majority of government expenditure. Non-government schools operate under conditions determined by State and Territory government registration authorities and also receive State and Territory government funding.

The Australian Government provides supplementary funding for government and non-government schools through Specific Purpose Payments (SPPs) provided directly to State and Territory governments, and other payments made directly to school communities, students, and other organisations to support schooling. The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for developing national priorities and strategies for schooling.

Funding

Australian, State and Territory government recurrent expenditure on school education was $34.2 billion in 2006-07 (table 4.1). Expenditure on government schools was $26.9 billion, or 78.6 per cent of the total. Government schools account for most of the expenditure by State and Territory governments. These governments also contribute to the funding of non-government schools and provide services used by both government and non-government schools. More information, including Australian Government spending on Indigenous specific programs, can be found in tables 4A.7, 4A.11 and 4A.12.

Nationally, State and Territory governments provided 91.2 per cent of total government recurrent expenditure on government schools in 2006-07, and the Australian Government provided 8.8 per cent. In contrast, government expenditure on non-government schools in that year was mainly provided by the Australian Government (72.5 per cent), with State and Territory governments providing 27.5 per cent (table 4.1).

Table 4.1 **Government recurrent expenditure on school education, 2006-07 ($ million)[a, b, c, d]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools									
Australian Government	790	529	480	244	177	62	34	57	2 373
State and territory governments	7 904	5 230	5 090	2 995	1 792	653	450	437	24 551
Total	**8 694**	**5 759**	**5 570**	**3 240**	**1 969**	**715**	**483**	**494**	**26 924**
Non-government schools									
Australian Government	1 720	1 359	1 028	518	418	109	105	43	5 300
State and territory governments	736	364	435	231	122	40	38	48	2 014
Total	**2 455**	**1 722**	**1 463**	**749**	**540**	**149**	**143**	**91**	**7 314**
All schools									
Australian Government	2 510	1 888	1 508	762	596	171	138	101	7 673
State and territory government	8 640	5 593	5 525	3 227	1 914	694	488	484	26 564
Total	**11 149**	**7 481**	**7 032**	**3 989**	**2 510**	**864**	**627**	**585**	**34 237**

a See notes to table 4A.7 for definitions and other data caveats. Data presented here are expenditure, including notional User Cost of Capital (UCC) and excluding capital grants (which equates to recurrent expenditure). **b** Based on accrual accounting. **c** Totals may not add due to rounding. **d** Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with states and territories responsible for maintenance costs. Australian Government expenditure data in this table include only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.

Source: MCEETYA National Schools Statistics Collection (NSSC) (unpublished); Department of Education, Employment and Workplace Relations (DEEWR) (unpublished); Australian, State and Territory governments (unpublished); table 4A.7.

Some data are presented on government funding of non-government schools. Caution needs to be taken when comparing data on the relative efficiency of government and non-government schools, because governments provide only part of the funding for non-government schools. Governments provided 57.1 per cent of non-government school funding in 2007, with the remaining 42.9 per cent sourced from private fees and fundraising (DEEWR unpublished, preliminary data). Section 4.3 contains additional information on government expenditure per student.

Size and scope

Descriptive information on the numbers of students, staff and schools can be found in tables 4A.1–6.

Structure

The structure of school education varies across states and territories. These differences can influence the interpretation of data presented under common classifications. Formal schooling consists of six to eight years of primary school education followed by five to six years of secondary school education, depending on the state or territory (figure 4.1). All states and territories divide school education into compulsory and non-compulsory components based primarily on age.

In 2007, the compulsory starting age for school education in states and territories was:

- 5 years of age (Tasmania)
- 6 years of age (NSW, Victoria, Queensland, SA, ACT and NT)
- from the beginning of the year in which the child reaches 6 years and 6 months (WA).

Although some students may undertake other/alternative approved courses/programs/activities (including approved employment) in some states, in general students were required to stay at school until:

- reaching 15 years of age (NSW, Victoria, ACT and NT)
- reaching 16 years of age (SA and Tasmania)
- reaching 16 years of age or completing year 10 (Queensland)
- the end of the year in which students turn 16 years of age (WA).

Schools

At the beginning of August 2007, there were 9579 schools in Australia (6517 primary schools, 1486 secondary schools and 1576 combined and special schools). The majority of schools were government owned and managed (71.5 per cent) (table 4.2). Settlement patterns (population dispersion), the age distribution of the population, and educational policy influence the distribution of schools by size and level in different jurisdictions. Nationally, 62.5 per cent of all secondary schools enrolled over 600 students (table 4A.19). A breakdown of primary and secondary schools by size for government, non-government and all schools is reported in tables 4A.17–19 respectively.

Figure 4.1 **Structure of primary and secondary schooling, 2007**

<table>
<tr><th>Level</th><th>NSW, Vic, Tas, ACT</th><th>WA, SA, NT[a] Qld</th></tr>
<tr><td>Year 12</td><td rowspan="6">SECONDARY</td><td rowspan="5">SECONDARY</td></tr>
<tr><td>Year 11</td></tr>
<tr><td>Year 10</td></tr>
<tr><td>Year 9</td></tr>
<tr><td>Year 8</td></tr>
<tr><td>Year 7</td><td rowspan="7">PRIMARY</td></tr>
<tr><td>Year 6</td><td rowspan="6">PRIMARY</td></tr>
<tr><td>Year 5</td></tr>
<tr><td>Year 4</td></tr>
<tr><td>Year 3</td></tr>
<tr><td>Year 2</td></tr>
<tr><td>Year 1</td></tr>
<tr><td>Pre-year 1</td><td>Kindergarten (NSW, ACT)
Preparatory (Vic, Tas)</td><td>Preparatory (Qld)[b]
Pre- primary (WA)
Reception (SA)[c]
Transition (NT)[d]</td></tr>
</table>

a In some places in the NT, secondary schooling begins at year 7. With the introduction of Middle Schools in 2008, secondary schooling will begin at year 7 throughout the NT. **b** In QLD a non-compulsory preparatory year of schooling (prep) in the year before year 1 (replacing a part time preschool program) commenced in 2007 and was universally offered to all students aged five at 30 June 2008. The implementation of the preparatory year was via a phase-in of a half cohort of students aged 5 to 5.5 years in 2007, with the first full cohort of students (aged 4.5 to 5.5 years) to be enrolled in 2008. **c** SA has an intake for each term. **d** The NT has an intake for terms 1–3 of its 4 terms.

Source: Adapted from ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0.

Student body

There were 3.4 million full time equivalent (FTE) student enrolments in primary and secondary schools in August 2007 (see section 4.6 for a definition of FTE student). Nationally, 49.1 per cent of FTE students in all schools were female (table 4.3).

A higher proportion of FTE students was enrolled in primary schools (57.5 per cent) than in secondary schools (42.5 per cent) (table 4.3). Differences in schooling structures influence enrolment patterns. Primary school education in Queensland, WA, SA and the NT, for example, includes year 7 whereas all other jurisdictions include year 7 in secondary school (figure 4.1). The proportion of students enrolled in primary school education would be expected to be higher in jurisdictions that include year 7 in primary school (table 4.3).

Nationally, the proportion of FTE students enrolled in government schools was 66.5 per cent. A higher proportion of FTE students were enrolled in government schools at primary level (70.1 per cent) than at secondary level (61.5 per cent) (table 4.3).

Table 4.2 **Summary of school characteristics, August 2007**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools (no.)									
Primary	1 643	1 204	936	510	433	140	59	84	5 009
Secondary	369	258	176	98	72	39	20	11	1 043
Combined[a]	66	55	91	92	77	26	5	49	461
Special schools[b]	112	76	47	69	20	5	4	5	338
Combined and special schools	178	131	138	161	97	31	9	54	799
Total	**2 190**	**1 593**	**1 250**	**769**	**602**	**210**	**88**	**149**	**6 851**
Non-government schools (no.)									
Primary	507	433	237	153	109	29	26	14	1 508
Secondary	162	112	84	42	23	7	6	7	443
Combined[a]	221	149	142	103	66	30	12	15	738
Special schools[b]	27	5	2	1	3	1	–	–	39
Combined and special schools	248	154	144	104	69	31	12	15	777
Total	**917**	**699**	**465**	**299**	**201**	**67**	**44**	**36**	**2 728**
All schools (no.)									
Primary	2 150	1 637	1 173	663	542	169	85	98	6 517
Secondary	531	370	260	140	95	46	26	18	1 486
Combined[a]	287	204	233	195	143	56	17	64	1 199
Special schools[b]	139	81	49	70	23	6	4	5	377
Combined and special schools	426	285	282	265	166	62	21	69	1 576
Total	**3 107**	**2 292**	**1 715**	**1 068**	**803**	**277**	**132**	**185**	**9 579**
Proportion of schools that are government schools (%)									
Primary	76.4	73.5	79.8	76.9	79.9	82.8	69.4	85.7	76.9
Secondary	69.5	69.7	67.7	70.0	75.8	84.8	76.9	61.1	70.2
Combined[a]	23.0	27.0	39.1	47.2	53.8	46.4	29.4	76.6	38.4
Special schools[b]	80.6	93.8	95.9	98.6	87.0	83.3	100.0	100.0	89.7
Combined and special schools	41.8	46.0	48.9	60.8	58.4	50.0	42.9	78.3	50.7
All schools	**70.5**	**69.5**	**72.9**	**72.0**	**75.0**	**75.8**	**66.7**	**80.5**	**71.5**
Proportion of primary schools (%)									
Government	75.0	75.6	74.9	66.3	71.9	66.7	67.0	56.4	73.1
Non-government	55.3	61.9	51.0	51.2	54.2	43.3	59.1	38.9	55.3
All schools	69.2	71.4	68.4	62.1	67.5	61.0	64.4	53.0	68.0

a Combined primary and secondary schools. **b** Special schools provide special instruction for students with a physical and/or mental disability/impairment, or with social problems. Students must exhibit one or more of the following characteristics before enrolment is allowed: mental or physical disability or impairment, slow learning ability, social or emotional problems, and in custody, on remand or in hospital. **–** Nil or rounded to zero.

Source: ABS (2008 and unpublished) *Schools Australia 2007,* Cat. No. 4221.0; tables 4A.1–3.

Table 4.3 **FTE student enrolments, August 2007[a, b]**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total FTE student enrolments at level of education ('000)									
Primary schools	618	454	429	211	157	45	31	26	1971
Secondary schools	492	382	271	135	98	38	29	13	1456
All schools	**1110**	**835**	**700**	**345**	**255**	**83**	**59**	**39**	**3427**
Proportion of FTE students who were enrolled in government schools (%)									
Primary schools	69.8	68.7	72.1	71.3	67.7	75.3	61.1	79.0	70.1
Secondary schools	62.4	59.1	63.2	59.4	62.0	68.7	55.1	69.1	61.5
All schools	**66.5**	**64.3**	**68.7**	**66.6**	**65.5**	**72.3**	**58.2**	**75.7**	**66.5**
Proportion of FTE students who were female (all schools) (%)									
Primary schools	48.7	48.7	48.6	48.4	48.7	48.6	49.2	48.3	48.6
Secondary schools	49.6	49.8	49.7	49.7	49.8	50.1	49.1	49.6	49.7
All schools	**49.1**	**49.2**	**49.0**	**48.9**	**49.1**	**49.3**	**49.1**	**48.7**	**49.1**
Proportion of FTE students who were enrolled in primary education (%)									
Government schools	58.4	58.0	64.4	65.3	63.7	56.6	54.5	69.9	60.7
Non-government schools	50.3	47.7	54.5	52.6	57.8	48.5	48.3	57.9	51.2
All schools	**55.7**	**54.3**	**61.3**	**61.0**	**61.7**	**54.4**	**51.9**	**67.0**	**57.5**

a Students enrolled in special schools are included, with special school students of primary school age and/or year level included in the primary figures and those of secondary school age and/or year level included in the secondary figures. **b** Results of calculations may vary from the table due to rounding differences.

Source: ABS (2008 and unpublished) *Schools Australia 2007*, Cat. No. 4221.0; tables 4A.1–4.

Total full time student enrolments in schools in Australia were relatively stable over the five years to 2007, increasing by approximately 0.7 per cent each year between August 2003 and August 2007 (table 4A.21).

The proportion of full time students enrolled in non-government schools increased between 2003 and 2007 in all states and territories. Total non-government school enrolments expanded by 1.9 per cent per year, while full time government school enrolments increased by an average of 0.2 per cent per year (table 4A.21). The expansion of full time enrolments in non-government schools was from a lower base than that for government schools. In absolute terms, full time students in government schools increased from 2 254 632 in 2003 to 2 268 377 in 2007. Full time students in non-government schools increased from 1 063 988 in 2003 to 1 148 146 in 2007 (table 4A.20).

Part time secondary students form a significant proportion of enrolments in some jurisdictions (table 4.4). Part time courses are available to secondary students, including mature age students attending colleges and those studying years 11 or 12 or short courses (lasting five to 22 weeks). The proportion of secondary school students who were enrolled part time in 2007 varied considerably across jurisdictions, partly because jurisdictions' education authorities have different policy and organisational arrangements for part time study, as well as different definitions of what constitutes part time study. The number of part time courses available also varied considerably across jurisdictions.

Table 4.4 **Part time secondary school students in government schools**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Part time secondary school students in government schools (no.)[a]									
2003	2 647	3 093	3 786	2 583	6 623	2 578	48	888	22 246
2004	2 441	3 106	3 764	2 925	6 818	2 260	25	1 043	22 382
2005	2 404	2 898	3 836	2 824	6 435	1 870	36	1 084	21 387
2006	2 425	2 802	3 635	2 492	6 630	1 762	8	1 109	20 863
2007	2 243	2 292	3 226	2 315	6 716	1 620	3	743	19 158
Proportion of secondary school students in government schools who were part time students (%)[b]									
2003	0.9	1.4	2.3	3.1	10.3	9.3	0.3	9.6	2.5
2004	0.8	1.4	2.3	3.5	10.7	8.3	0.2	10.9	2.5
2005	0.8	1.3	2.3	3.4	10.1	6.9	0.2	11.2	2.4
2006	0.8	1.2	2.1	3.0	10.4	6.5	0.1	11.4	2.3
2007	0.7	1.0	1.9	2.8	10.5	6.1	–	8.0	2.1

a Absolute number of part time secondary students. **b** Absolute number of part time secondary students divided by absolute number of full time and part time secondary students. – Nil or rounded to zero.

Source: ABS (2004, 2005, 2006, 2007, 2008 and unpublished) *Schools Australia* (various years and unpublished) Cat. No. 4221.0; table 4A.1.

Special needs groups

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

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

Government schools provide education for a high proportion of students from special needs groups. In 2007, 86.5 per cent of Indigenous students and 80.0 per cent of students with disabilities, for example, attended government schools (tables 4A.22 and 4A.24). This chapter reports on the proportions of Indigenous students, LBOTE students, students with disabilities and students who are geographically remote. Further information on student body mix in government, non-government and all schools is in tables 4A.25–27. Care needs to be taken in interpreting this information because some definitions of special needs students differ across states and territories.

Indigenous students

The proportion of full time Indigenous students in schools varies greatly across jurisdictions (table 4.5). Table 4A.22 provides additional information on Indigenous enrolments.

In all jurisdictions, the proportion of full time Indigenous students was higher in government schools than in non-government schools. Nationally, the proportion of full time Indigenous students was 5.6 per cent for government schools and 1.7 per cent for non-government schools in 2007 (table 4.5).

Table 4.5 **Indigenous students as a proportion of all students, 2007**[a]

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools	5.1	1.4	7.8	8.2	4.6	7.6	2.6	43.4	5.6
Non-government schools	1.3	0.3	2.6	3.1	1.0	3.0	1.1	29.6	1.7
All schools	**3.9**	**1.0**	**6.2**	**6.5**	**3.3**	**6.3**	**2.0**	**40.0**	**4.3**

a Absolute numbers of Indigenous and all full time students.

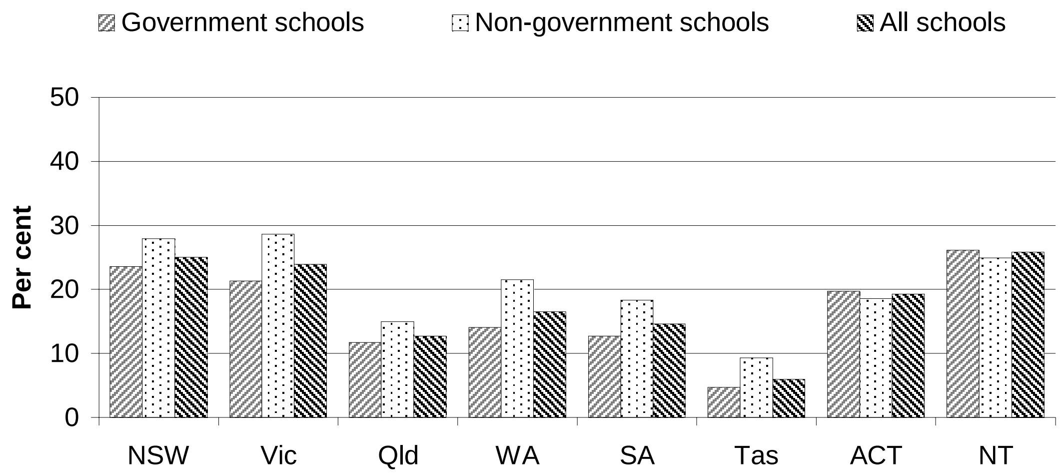
Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; table 4A.22.

LBOTE students

The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) 2006 Census of Population and Housing. Students are counted as having a language background other than English if their home language is not English or if they (or at least one parent) were born in a non-English speaking country.

The proportion of LBOTE students in government and non-government schools varied across jurisdictions in 2006 (figure 4.2).

Figure 4.2 **Students from a language background other than English as a proportion of all students, 2006[a, b]**



a Absolute numbers of LBOTE students are sourced from the 2006 Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection. **b** See table 4A.23 for details of LBOTE definitions.

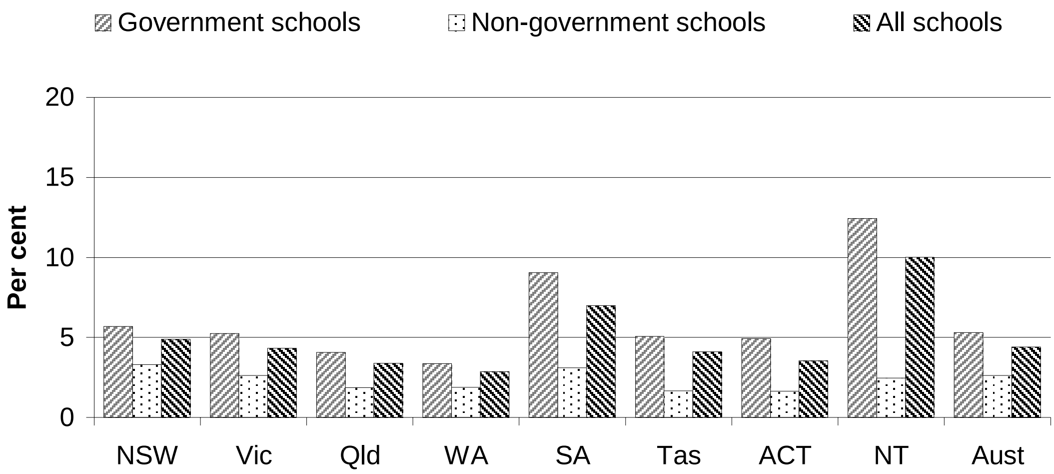
Source: DEEWR (unpublished) based on the ABS 2006 Census of Population and Housing; table 4A.23.

Students with disabilities

Students with disabilities are educated in both mainstream and special schools. Students with disabilities are those students who satisfy the criteria for enrolment in special education services or programs provided in the State or Territory in which they are enrolled. These criteria vary across jurisdictions.

Nationally, the proportion of students with disabilities for all schools was 4.4 per cent and more than twice as high in government schools (5.3 per cent), compared with non-government schools (2.6 per cent) in 2007 (figure 4.3).

Figure 4.3 **Funded students with disabilities as a proportion of all students, 2007[a, b, c]**



a The ABS total student data refer to the absolute number of full time students (not FTE students). **b** To be an eligible student with disabilities, the student (among other things) must 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. Data should be used with caution as these criteria vary across jurisdictions; for example, SA data include a large number of students in the communication and language impairment category. This subset of students is not counted by other states/territories under funded students with disabilities. Other states/territories fund these students with other specific programs. **c** The 'funded' student data used by DEEWR refer to the FTE number of students that qualify for DEEWR recurrent funding. This excludes Full Fee Paying Overseas students from both the government and non-government sectors as well as a number of schools in the NT (these are funded through the Grants Commission process), and on Christmas and Cocos Islands (funded through the Department of Transport and Regional Services). The DEEWR funded figures also include pre year 1 students in part time programmes in Queensland schools.

Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; DEEWR (unpublished); table 4A.24.

Geographically remote students

Identification of geographically remote students is based on the school location according to the metropolitan zone, provincial zone, remote areas and very remote areas as defined in the MCEETYA agreed classification.[1] The proportion of students attending schools in remote areas varies greatly across jurisdictions (table 4.6).

Nationally, the proportion of students enrolled in schools in remote areas was 1.5 per cent and more than twice as high in government schools (1.8 per cent),

[1] To investigate the possibility that these data may understate the proportion of students in remote areas as a result of relying on school location rather than students' home location, the 2001 MCEETYA data were compared with data derived from the 2001 Census. The two data sets were found to be similar, except that Tasmania had about one third more remote area students in the Census data. This result may be indicative for the data in this Report.

compared with non-government schools (0.8 per cent) in 2007. Nationally, the proportion of students enrolled in schools in very remote areas was 0.9 per cent and four times as high in government schools (1.2 per cent), compared with non-government schools (0.3 per cent) in 2007 (table 4.6).

Table 4A.28 includes data relating to students attending primary and secondary schools located in metropolitan and provincial zones, as well as remote and very remote areas (see section 4.6 for a definition of the geographic classification used).

Table 4.6 **Students attending schools in remote and very remote areas as a proportion of all students, 2007[a, b]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Remote areas									
Government schools	0.5	0.1	2.2	5.9	3.9	1.0	..	17.5	1.8
Non-government schools	0.2	–	0.8	2.0	1.2	0.5	..	30.3	0.8
All schools	**0.4**	**0.1**	**1.8**	**4.6**	**3.0**	**0.9**	**..**	**20.6**	**1.5**
Very remote areas									
Government schools	0.1	..	1.7	3.4	1.1	0.5	..	29.2	1.2
Non-government schools	–	..	0.3	1.4	0.2	–	..	12.0	0.3
All schools	**0.1**	**..**	**1.3**	**2.7**	**0.8**	**0.4**	**..**	**25.0**	**0.9**

a Proportions are based on school sector (for example, students in government schools in remote areas as a proportion of all government school students). **b** Victoria has no very remote areas. The ACT has no remote or very remote areas. .. Not applicable. – Nil or rounded to zero.

Source: DEEWR (unpublished); table 4A.28.

4.2 Framework of performance indicators

This chapter provides performance information on the equity, effectiveness and efficiency of government expenditure on all schools in Australia.

Governments own and operate government schools, and have a direct interest in the equity, efficiency and effectiveness of their operation. In addition, governments are committed to providing access to education for all students and contribute to the funding of non-government schools. However, this chapter does not report on non-government sources of funding, and so does not compare the efficiency of government and non-government schools.

Box 4.1 describes the national goals for schooling, as endorsed by the MCEETYA. Although these national goals were superseded on 5 December 2008 with the new *Melbourne Declaration on Educational Goals for Young Australians*, the goals outlined below are still applicable for the reference years (up to and including 2007) reported in this chapter.

Box 4.1 **National goals for schooling in the 21st century**

The MCEETYA endorsed in April 1999 the following set of national goals for school education.

Preamble

Australia's future depends upon each citizen having the necessary knowledge, understanding, skills and values for a productive and rewarding life in an educated, just and open society. High quality schooling is central to achieving this vision.

This statement of national goals for schooling provides broad directions to guide schools and education authorities in securing these outcomes for students.

It acknowledges the capacity of all young people to learn, and the role of schooling in developing that capacity. It also acknowledges the role of parents as the first educators of their children and the central role of teachers in the learning process.

Schooling provides a foundation for young Australians' intellectual, physical, social, moral, spiritual and aesthetic development. By providing a supportive and nurturing environment, schooling contributes to the development of students' sense of self-worth, enthusiasm for learning and optimism for the future.

Governments set the public policies that foster the pursuit of excellence, enable a diverse range of educational choices and aspirations, safeguard the entitlement of all young people to high quality schooling, promote the economic use of public resources, and uphold the contribution of schooling to a socially cohesive and culturally rich society.

Common and agreed goals for schooling establish a foundation for action among State and Territory governments with their constitutional responsibility for schooling, the Australian Government, non-government school authorities and all those who seek the best possible educational outcomes for young Australians, to improve the quality of schooling nationally.

The achievement of these common and agreed national goals entails a commitment to collaboration for the purposes of:

- further strengthening schools as learning communities where teachers, students and their families work in partnership with business, industry and the wider community
- enhancing the status and quality of the teaching profession
- continuing to develop curriculum and related systems of assessment, accreditation and credentialling that promote quality and are nationally recognised and valued

(Continued on next page)

Box 4.1 **(Continued)**

- increasing public confidence in school education through explicit and defensible standards that guide improvement in students' levels of educational achievement and through which the effectiveness, efficiency and equity of schooling can be measured and evaluated.

These national goals provide a basis for investment in schooling to enable all young people to engage effectively with an increasingly complex world. This world will be characterised by advances in information and communication technologies, population diversity arising from international mobility and migration, and complex environmental and social challenges.

The achievement of the national goals for schooling will assist young people to contribute to Australia's social, cultural and economic development in local and global contexts. Their achievement will also assist young people to develop a disposition towards learning throughout their lives so that they can exercise their rights and responsibilities as citizens of Australia.

Goals

Schooling should develop fully the talents and capacities of all students. In particular, when students leave schools they should:

1. have the capacity for, and skills in, analysis and problem solving and the ability to communicate ideas and information, to plan and organise activities and to collaborate with others
2. have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members
3. have the capacity to exercise judgment and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions
4. be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life
5. have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning
6. be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society

(Continued on next page)

Box 4.1 **(Continued)**

7. have an understanding of, and concern for, stewardship of the natural environment, and the knowledge and skills to contribute to ecologically sustainable development and
8. have the knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time.

In terms of curriculum, students should have:

1. attained high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum in the compulsory years of schooling encompassing the agreed eight key learning areas
   (a) the arts
   (b) English
   (c) health and physical education
   (d) languages other than English
   (e) mathematics
   (f) science
   (g) studies of society and environment
   (h) technology
2. attained the skills of numeracy and English literacy, such that every student should be numerate, able to read, write, spell and communicate at an appropriate level
3. participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies and
4. participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.

Schooling should be socially just so that:

1. students' outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability; and of differences arising from students' socioeconomic background or geographic location
2. the learning outcomes of educationally disadvantaged students improve and, over time, match those of other students

(Continued on next page)

Box 4.1 **(Continued)**

3. Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students
4. all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians
5. all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally and
6. all students have access to the high quality education necessary to enable the completion of school education to year 12 or its vocational equivalent and that provides clear and recognised pathways to employment and further education and training.

Source: Adapted from MCEETYA (1999).

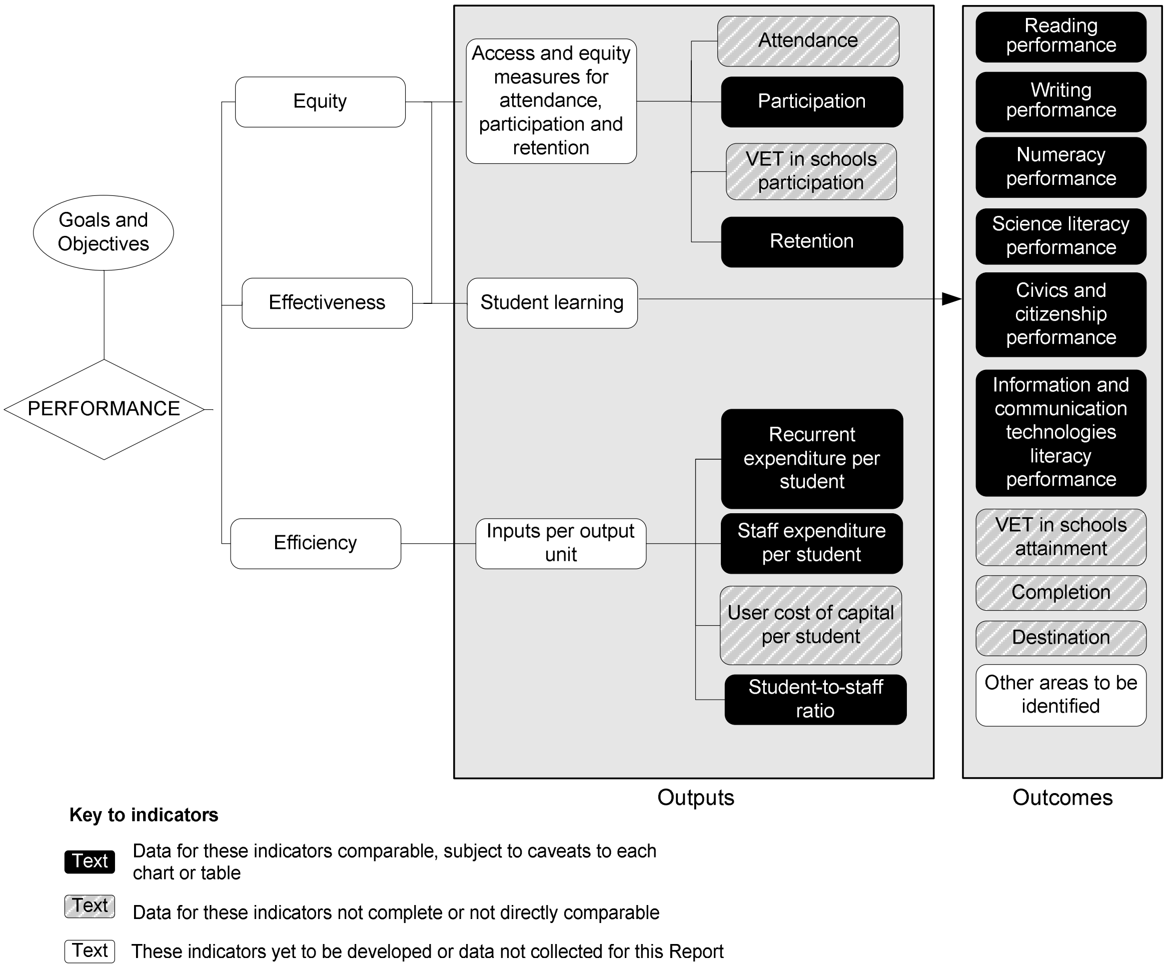
The performance of school education is reported against the indicator framework in figure 4.4. This framework is consistent with the national goals for schooling (box 4.1). The performance indicator framework shows which data are comparable in this Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

4.3 Key performance indicator results

Different delivery contexts and locations influence the equity, effectiveness and efficiency of school education services. Appendix A contains short statistical profiles on each State and Territory, which may assist in interpreting the performance indicators presented in this chapter.

The effectiveness indicators for school education in this chapter are based on achievement against the national goals for schooling. Access and equity objectives of school education can be assessed by comparing outcomes for special needs groups, such as Indigenous and LBOTE students, with those for all students. Outcomes are compared for special needs groups for indicators such as reading, writing and numeracy performance, completion rates, retention rates and participation rates, where possible.

Figure 4.4 **Performance indicators for school education**



Care should be taken in interpreting these performance indicators as there are a number of interrelated factors affecting these indicators including:

- aspects of schooling (for example, school climate, broader curricula)
- characteristics of students (for example, student engagement and connectedness, length of time spent in schooling, demographic characteristics)
- broader education environment (for example, availability of employment and further educational alternatives, population movements).

Outputs

Outputs are the actual services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity and effectiveness

Access and equity measures for school education attendance, participation and retention, and VET in schools participation, are reported.

Attendance

'Attendance' is an indicator of governments' objective to develop fully the talents and capacities of young people through equitable access to education and learning. National and international research confirms a link between attendance and student achievement, although the factors influencing attendance and achievement are numerous and interrelated in complex ways. Attendance rates for special needs groups are an indication of the equity of access to school education (box 4.2).

Box 4.2 **Attendance**

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

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

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

Data on student attendance are collected for each state and territory by:

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

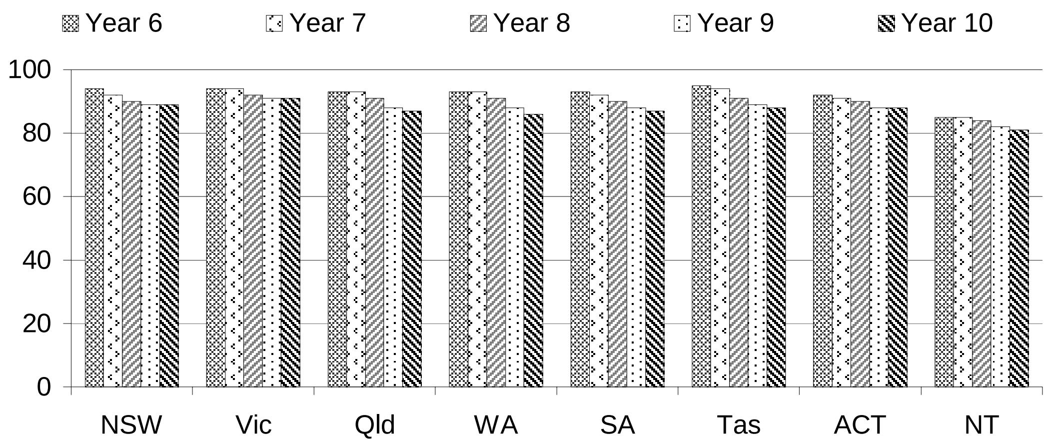
Data for this indicator are not directly comparable.

School attendance is measured in a specific collection period during the school year (see box 4.2 for details), and results may not be representative of school attendance throughout the school year.

For all students, attendance was fairly stable across years 1–5. In general, from year 6 attendance gradually declined to year 10 (typically the end of compulsory schooling) (tables 4A.134–139).

In 2007, the student attendance rate in government schools was greater than 80 per cent across all year levels and all jurisdictions (figure 4.5 and table 4A.134).

Figure 4.5 **Student attendance rate, government schools, 2007**



a See source for detailed explanatory notes regarding data.

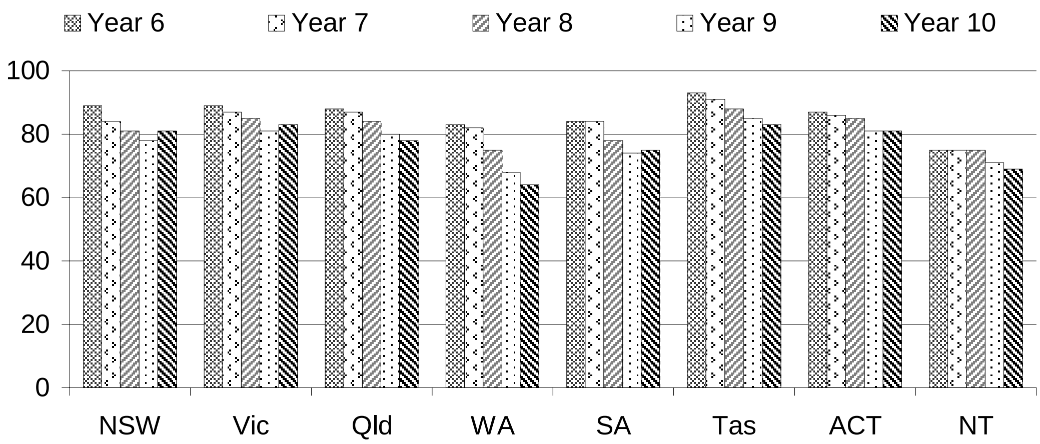
Source: MCEETYA (2009) *National Report on Schooling in Australia 2007: Participation, attainment and attendance chapter*; table 4A.134.

In government schools, non-Indigenous students had higher attendance rates than Indigenous students across all year levels in all jurisdictions (table 4A.135). However, the percentage point differences varied across states and territories. A similar pattern to the government schools was observed for non-government schools (independent and Catholic schools) in most jurisdictions (tables 4A.137 and 4A.139).

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

Data on student attendance rates for all school sectors are also available disaggregated by sex (tables 4A.134, 4A.136 and 4A.138).

Figure 4.6 **Student attendance rate, government schools, Indigenous students, 2007[a]**



a See source for detailed explanatory notes regarding data.

Source: MCEETYA (2009) *National Report on Schooling in Australia 2007: Participation, attainment and attendance chapter*; table 4A.135.

Participation

'Participation' is an indicator of governments' objective to develop fully the talents and capacities of young people through participation in secondary schooling, to enable all students to have access to the high quality education necessary to enable completion of school education to year 12 or its equivalent (box 4.3).

Box 4.3 **Participation**

'Participation' (school education participation rate) is defined as the number of full time and part time school students of a particular age expressed as a proportion of the estimated resident population of the same age. Participation rates are reported nationally and by State/Territory for each year for 14–19 year olds.

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

(Continued on next page)

Box 4.3 **(Continued)**

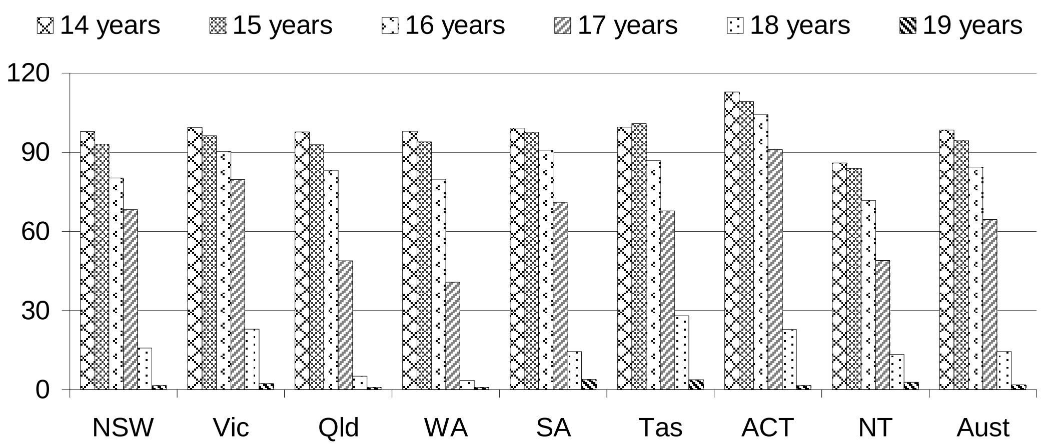
This indicator does not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example, work-based training and enrolment in technical and further education (TAFE) delivered programs. A broader participation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

Data for this indicator are comparable.

Nationally, 58.9 per cent of 14–19 year olds were enrolled in schools in 2007 (table 4A.121). School participation rates varied by jurisdiction, age and sex. School participation rates for females (60.0 per cent) were 2.2 percentage points higher than those for males (57.8 per cent). School participation rates declined as students exceeded the maximum compulsory school age (figure 4.7).

Data on school participation rates in this Report differs to those presented in earlier Reports as the scope has been expanded to include part time students and students aged 14 years (earlier Reports included full time students aged 15–19 years only).

Figure 4.7 **School participation rate of people aged 14–19 years in school education, all schools, 2007[a, b]**



a Proportion of the population who were enrolled as full time or part time students in August 2007. **b** Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools.

Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; table 4A.121.

Vocational education and training (VET) in schools participation

'VET in schools participation' is an indicator of governments' objective to provide vocational education and training in schools to assist all young people to secure their own futures by enhancing their transition to a broad range of post-school options and pathways (box 4.4).

This indicator was previously presented as an outcome indicator in the Report. However, the indicator has been moved to the 'equity and effectiveness' section for this Report in recognition of the shift in emphasis of VET in schools from being an outcome to being an enabler for students in accessing school education.

Box 4.4 **VET in schools participation**

'VET in schools participation' (VET in schools participation rate) is defined as the number of school students undertaking VET (with apprenticeships and traineeships disaggregated) as part of their senior secondary school certificate in a calendar year, as a proportion of all school students undertaking a senior secondary school certificate in that year.

Holding other factors constant, a higher or increasing VET in schools participation rate may suggest greater access to broader secondary schooling options than traditional school education. Greater access can promote engagement in learning and the uptake of vocational career pathways.

Care needs to be taken in interpreting this indicator as it may be influenced by a number of factors which differ across states and territories, such as:

- definition of VET in schools
- senior secondary certificate requirements
- access to VET in schools prior to year 11
- number of VET in schools options and pathways available to students, particularly those in rural and remote areas.

Data for this indicator are not directly comparable.

From 2005, the MCEETYA agreed that the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) is the standard for reporting VET in Schools activity in Australia. The MCEETYA further agreed that these data would be collected by the senior secondary assessment authority in each State and Territory and reported through State Training Authorities to the national VET database compiled by the National Centre for Vocational Education Research (NCVER).

Data for 2005 were included in detail in this chapter in the 2008 Report (and are contained in attachment tables 4A.131–133 for this Report). Updated data were not available for the 2009 Report.

Retention

'Retention' to the final years of schooling is an indicator of governments' objective that all students have access to high quality education and training necessary to enable the completion of school education to year 12 or its equivalent (box 4.5).

Box 4.5 **Retention**

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

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

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

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

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

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

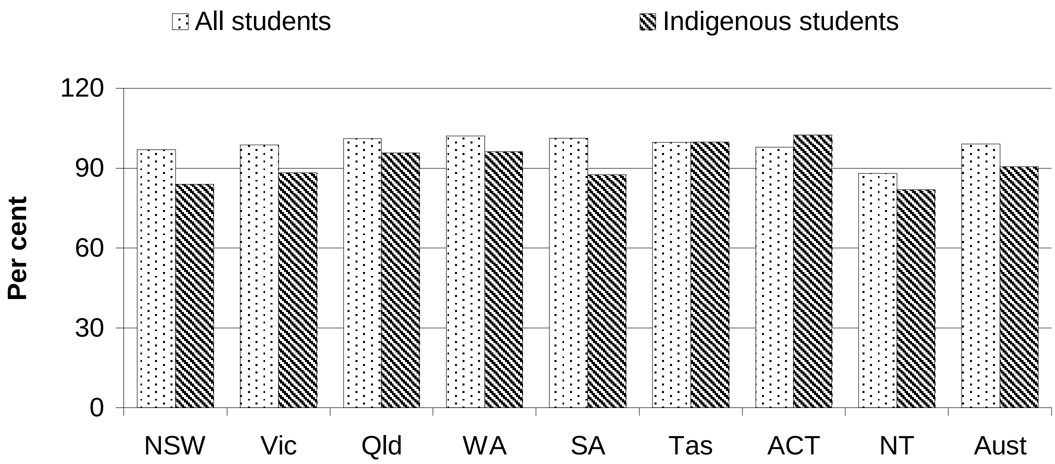
- students repeating a year of education or returning to education after a period of absence
- movement or migration of students between school sectors, between states/territories and between countries
- the impact of full fee paying overseas students.

Data for this indicator are comparable.

Apparent retention rates, from the commencement of secondary school at year 7 or 8 (figure 4.1 shows the differences across jurisdictions) to year 10, for all students in most jurisdictions were 98–100 per cent in 2007, with a national rate of 99.1 (figure 4.8). High rates are to be expected because normal year level progression means students in year 10 are generally of an age at which schooling is compulsory.

Retention rates for Indigenous students provide one measure of the equity of access to schooling. Retention rates to year 10 for Indigenous students were lower than those for all students in most jurisdictions. The national retention rate for Indigenous students was 90.5 per cent, or 8.6 percentage points lower than that for all students.

Figure 4.8 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2007[a, b, c, d]**



a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. **b** Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions. **c** The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions, but particularly for SA, Tasmania and the NT where there are high proportions of part time students in government schools (table 4.4). **d** Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, where 10.9 per cent of Indigenous secondary students were ungraded (compared with an average of 4.2 per cent for the rest of Australia), in 2007, and this should be considered when interpreting the data.

Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; table 4A.127.

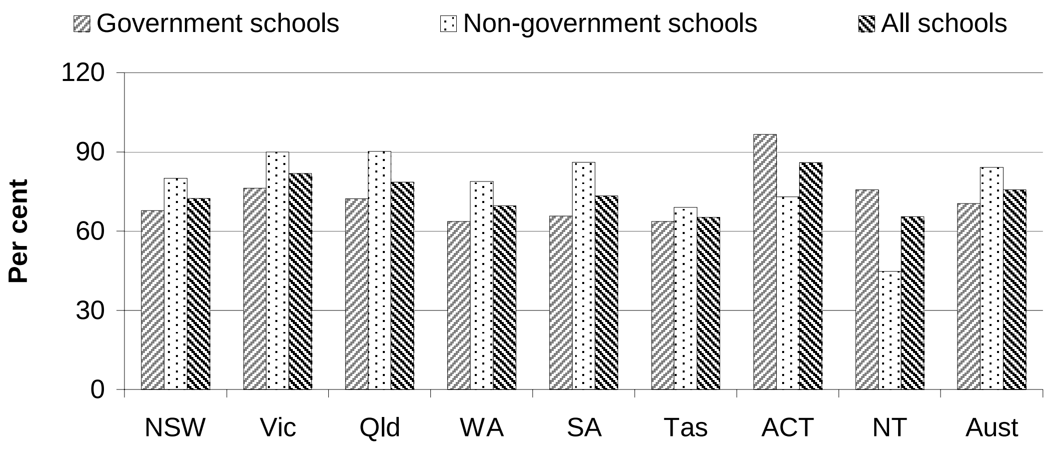
The apparent rate of retention from year 10 to year 12 has been derived by expressing the number of full time school students enrolled in year 12 in 2007 as a proportion of the number of full time school students enrolled in year 10 in 2005.

Factors affecting apparent retention can combine to result in a year 12 cohort that is substantially different in composition from the corresponding year 10 cohort — for example:

- in SA, if part time students are included in the 2007 year 12 total, then the apparent retention rate becomes 87.4 per cent, compared with 73.3 per cent for full time students only (table 4A.124)
- in some jurisdictions, young people may choose to complete their post compulsory education in the TAFE system rather than continue at school. In NSW, for example, 3534 students aged 15–19 years undertook their Higher School Certificate or other tertiary preparation studies through TAFE institutes in 2007 (NSW Government unpublished).

Nationally, the apparent retention rate from year 10 to year 12 for all schools was 75.6 per cent in 2007. The apparent retention rate from year 10 to year 12 for government schools was 70.5 per cent, and for non-government schools was 84.1 per cent. The apparent retention rates for both government schools and non-government schools varied across jurisdictions (figure 4.9).

Figure 4.9 **Apparent retention rate from year 10 to year 12, full time secondary students, by school type, 2007[a, b, c]**



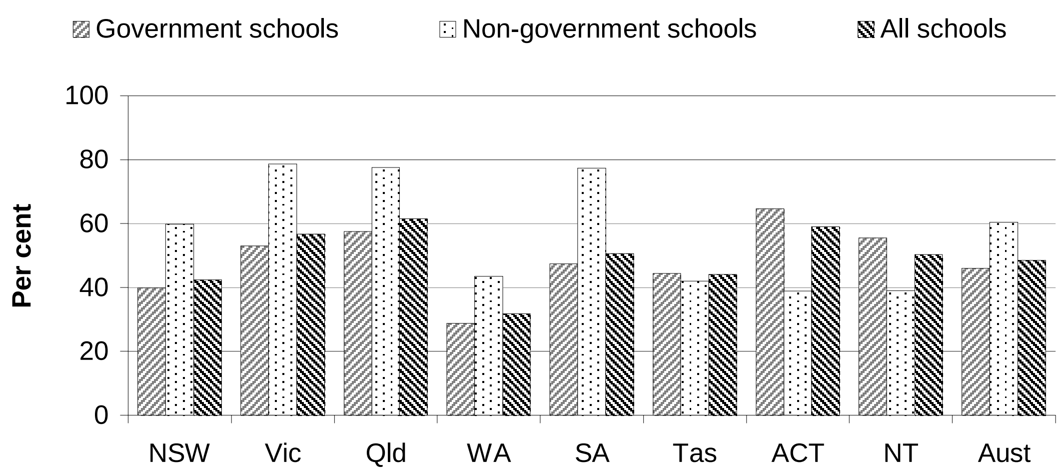
a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. **b** Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and government and non-government schools after the base year. **c** The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions, but particularly for SA, Tasmania and the NT where there are high proportions of part time students in government schools (table 4.4).

Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; table 4A.124.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Indigenous students in 2007 varied across jurisdictions, but were consistently lower than rates for all students (figures 4.9 and 4.10). In interpreting this indicator, note that nationally 9.5 per cent of Indigenous students left school before year 10 (figure 4.8) — compared to 0.9 per cent of all students — so are not included in the base year for retention from year 10 to year 12. This baseline varies across jurisdictions. Further, Indigenous students as a proportion of all students was 5.6 per cent in government schools compared with 1.7 per cent in non-government schools and some jurisdictions have very low numbers of Indigenous students (table 4A.22).

Nationally, Indigenous retention from year 10 to year 12 for all schools in 2007 was 48.5 per cent (figure 4.10), compared to 75.6 per cent for all students. However, Indigenous retention from year 10 to year 12 for all schools has risen in the past five years from 45.7 per cent in 2003 to 48.5 per cent in 2007, with the gap in year 10 to year 12 retention rates between Indigenous students and all students decreasing from 31.2 percentage points in 2003 to 27.1 percentage points in 2007 (table 4A.127).

Figure 4.10 **Apparent retention rates from year 10 to year 12, Indigenous full time secondary students, 2007[a, b, c]**



a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. **b** The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions, but particularly for SA, Tasmania and the NT where there are high proportions of part time students in government schools (table 4.4). **c** Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, where 10.9 per cent of Indigenous secondary students are ungraded (compared with an average of 4.2 per cent for the rest of Australia), in 2007, and this should be considered when interpreting the data.

Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; table 4A.124.

Nationally, apparent rates of retention for all full time students from year 7 or 8 to year 10 were steady around 97-98 per cent between 2003 and 2007, whilst the rate of retention from year 10 to year 12 has decreased each year from 77.1 per cent in 2004 to 75.6 per cent in 2007 (figure 4.11). Retention rates between years 10 and 12 for government and non-government schools are in attachment tables 4A.125-126.

Figure 4.11 **Apparent rates of retention from year 10 to year 12, full time secondary students, all schools[a, b, c]**

[a] Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. [b] The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions, but particularly for SA, Tasmania and the NT where there are high proportions of part time students in government schools (table 4.4). [c] Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, where 10.9 per cent of Indigenous secondary students are ungraded (compared with an average of 4.2 per cent for the rest of Australia), in 2007, and this should be considered when interpreting the data.

Source: ABS (2006, 2008) *Schools Australia*, Cat. No. 4221.0; table 4A.127.

Efficiency

Governments have an interest in achieving the best results from their expenditure on schooling, both as owners and operators of government schools, and as major providers of funds to the non-government school sector. An objective of the Steering Committee is to publish comparable estimates of costs. Ideally, such comparison should include the full range of costs to government. Where the full costs cannot be measured, estimating costs on a consistent basis is the best approach.

Table 4A.14 shows information on the comparability of the source expenditure data for government schools used for this chapter.

Recurrent expenditure per student

'Recurrent expenditure per student' is an indicator of governments' objective to fund and/or provide education in an efficient manner (box 4.6).

Box 4.6 Recurrent expenditure per student

'Recurrent expenditure per student' is defined as government recurrent expenditure per FTE student. It is reported for government and non-government schools by in-school primary, in-school secondary, out-of-school services and aggregations.

Holding other factors constant, a low or decreasing government recurrent expenditure per FTE student may represent better or improved efficiency.

A number of factors may influence government recurrent expenditure per student (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not, however, make any cost adjustments based on these or any of the following factors. Care needs to be taken in interpretation of efficiency data because differences in the costs of educating students can be driven by:

- influences beyond the control of governments, such as a high proportion of geographically remote students and/or a dispersed population, as well as migration between states and territories
- economies of scale.

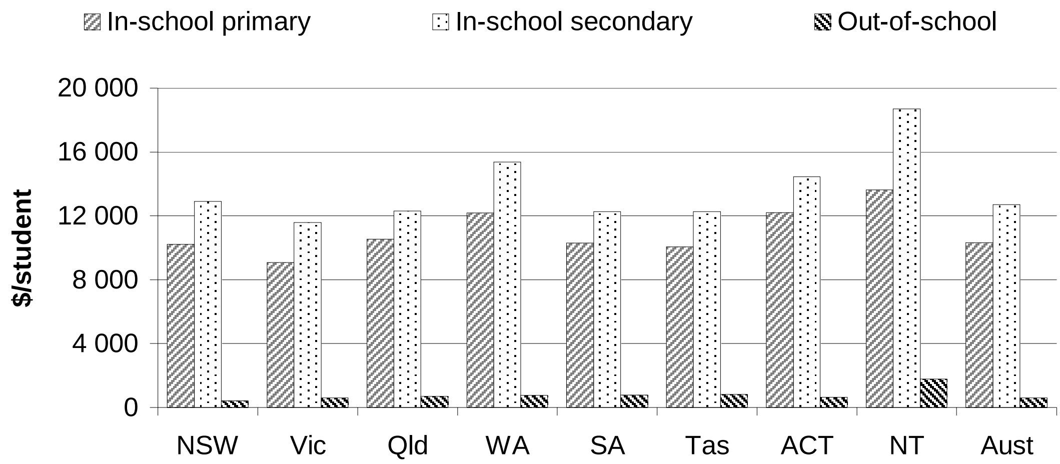
These factors may need to be considered when examining each jurisdiction's expenditure per student.

Efficiency data are difficult to interpret. While high or increasing government recurrent expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socioeconomic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion). Similarly, low or decreasing expenditure per student may reflect improving efficiency or lower quality (less effective education) or more narrowly defined curricula. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data for this indicator are comparable.

A proxy indicator of efficiency is the level of government inputs per unit of output (unit cost). Nationally, in-school government expenditure per FTE student in government primary schools was $10 327 and in-school government expenditure per FTE student in government secondary schools was $12 704 in 2006-07. Out-of-school government expenditure per FTE student in government schools was $611 in 2006-07 (figure 4.12).

Figure 4.12 **Government recurrent expenditure per FTE student, government schools, 2006-07[a, b]**

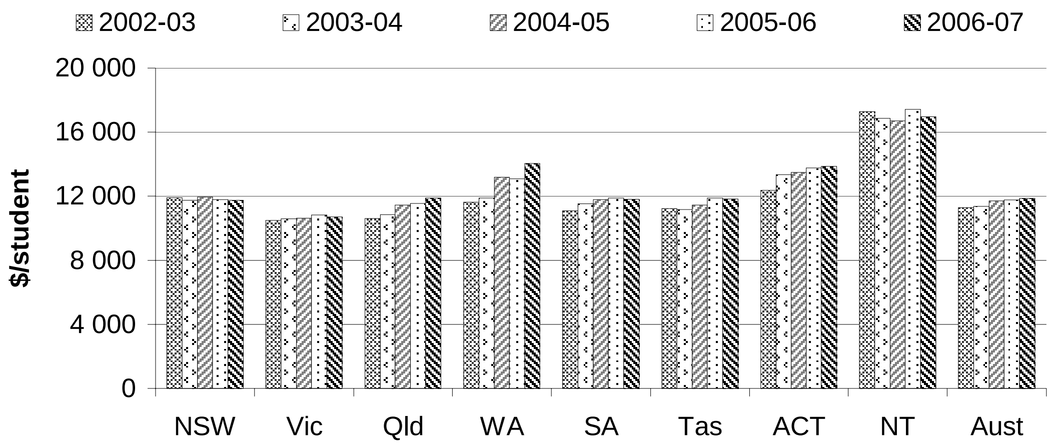


a See notes to tables 4A.12 for definitions and data caveats. **b** Payroll tax estimates have been included for WA and the ACT for comparability reasons.

Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; MCEETYA (unpublished) NSSC; table 4A.12.

Nationally, government expenditure per FTE student in all government schools was $11 874 in 2006-07. It increased (in average annual real terms) between 2002-03 and 2006-07 by 1.3 per cent per year (figure 4.13).

Figure 4.13 **Government real recurrent expenditure per FTE student, government schools (2006-07 dollars)[a, b, c]**

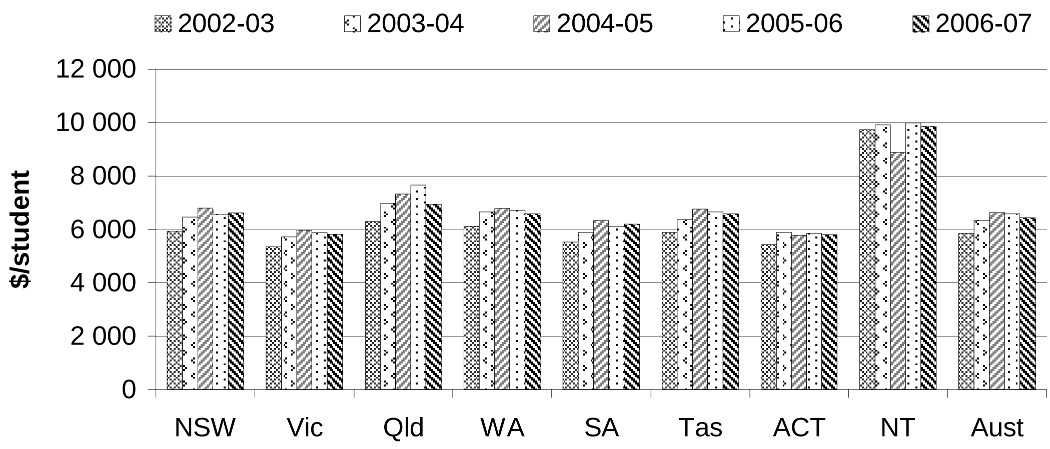


a See notes to table 4A.8 for definitions and data caveats. **b** Data for 2002-03 to 2005-06 have been adjusted to 2006-07 dollars using the gross domestic product (GDP) price deflator. **c** Payroll tax estimates have been included for WA and the ACT for comparability reasons.

Source: ABS (2004, 2005, 2006, 2007, 2008) *Schools Australia*, Cat. No. 4221.0; MCEETYA (unpublished) NSSC; table 4A.8.

Nationally, government expenditure per FTE student in all non-government schools was $6442 in 2006-07. It increased (in average annual real terms) between 2002-03 and 2006-07 (figure 4.14) by 2.5 per cent per year (table 4A.9).

Figure 4.14 **Government real recurrent expenditure per FTE student, non-government schools (2006-07 dollars)[a, b, c]**



a See notes to table 4A.9 for definitions and data caveats. **b** Data for 2002-03 to 2005-06 have been adjusted to 2006-07 dollars using the gross domestic product (GDP) price deflator. **c** The sum of Australian Government specific purpose payments for non-government schools, and State and Territory government payments to non-government schools. Data on State and Territory government payments to non-government schools are not fully comparable across jurisdictions.

Source: ABS (2004, 2005, 2006, 2007, 2008) *Schools Australia*, Cat. No. 4221.0; DEEWR (unpublished); State and Territory governments (unpublished); table 4A.9.

Staff expenditure per student

'Staff expenditure per student' is an indicator of governments' objective to provide education in an efficient manner (box 4.7).

Box 4.7 **Staff expenditure per student**

'Staff expenditure per student' is defined as government recurrent expenditure on staff per FTE student in government schools. Expenditure on staff is the major component of spending on schools.

Holding other factors constant, low or decreasing government expenditure on staff per FTE student may represent better or improved efficiency.

(Continued on next page)

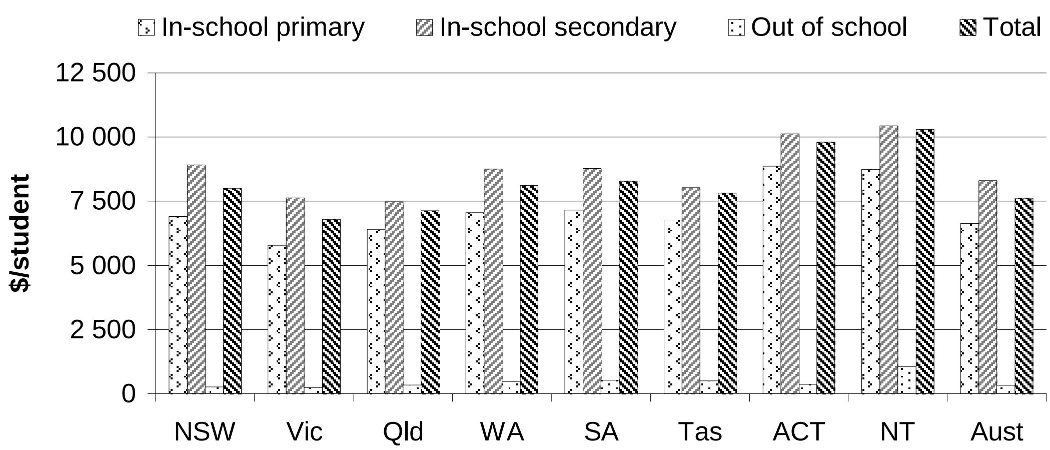
Box 4.7 **Continued**

Efficiency data are difficult to interpret and this indicator in particular is partial in nature as it does not reflect the full cost per student. While high or increasing government expenditure on staff per student may reflect deteriorating efficiency, it may also reflect improvements in schooling (through higher quality teachers), or the characteristics of the education environment (smaller class sizes, broader curricula such as information technology and the need for teachers with new skills, population dispersion and more geographically remote students). Similarly, a low or decreasing expenditure on staff per student may reflect improving efficiency or lower quality (less effective education) or more narrowly defined curricula. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data for this indicator are comparable.

Expenditure on staff is the major component of government recurrent expenditure on government schools ($17.3 billion), accounting for 64.2 per cent of the total expenditure in 2006-07 (table 4A.12). Nationally, expenditure on staff per FTE student ranged from $331 for out-of-school to $8304 for in-school secondary (figure 4.15).

Figure 4.15 **Government recurrent expenditure on staff in government schools, per FTE student, 2006-07**[a, b]



a See notes to table 4A.12 for definitions and data caveats. **b** Expenditure on staff includes teaching staff and other staff, and includes expenditure on redundancy payments.

Source: ABS (2004, 2005, 2006, 2007, 2008) *Schools Australia*, Cat. No. 4221.0; MCEETYA (unpublished) NSSC; table 4A.12.

User cost of capital per student

'User cost of capital (UCC) per student' is an indicator of governments' objective to provide education in an efficient manner (box 4.8).

Box 4.8 **User cost of capital per student**

'UCC per student' is defined as the notional costs to governments of the funds tied up in capital used to produce services (for example, land and buildings owned by government schools) per FTE student. The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt. When comparing the costs of government services, it is important to account for the notional UCC because it is:

- often a significant component of the cost of services
- often treated inconsistently (that is, included in the costs of services delivered by most non-government service providers, but effectively costed at zero for many government service providers).

Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets (for example, land, buildings, plant and equipment) which are re-valued over time.

Holding other factors constant, a low or decreasing UCC per student may represent better or improved efficiency.

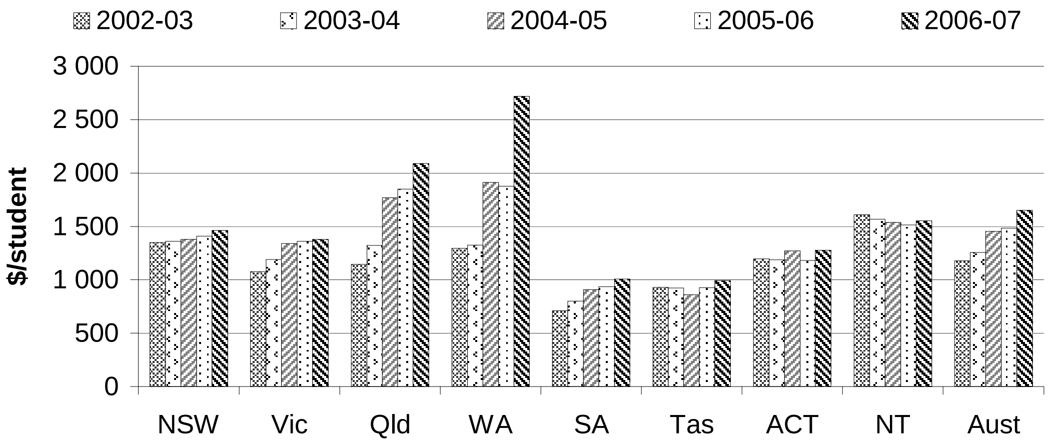
Efficiency data are difficult to interpret and this indicator in particular is only partial in nature as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data for this indicator are not directly comparable.

The Steering Committee accepts that the asset valuation data, from which the notional UCC has been calculated, were not fully comparable across jurisdictions until 2003-04 (table 4A.14). It also recognises that the treatment of costs in the past has not fully recognised the cost of public capital used by agencies to deliver services — that is, capital has generally been considered 'free'. This can lead to significant underestimation of costs of those services for which government capital is a major input. However, using an imperfect costing of government capital is preferable to not costing it at all, and also provides an incentive to improve data over time. The data definitions for asset reporting and valuation methods applied from 2003-04 are nationally consistent resulting in comparable asset values data across jurisdictions which are used to calculate the notional UCC.

The notional UCC per FTE government school student in 2006-07 averaged $1652 nationally (figure 4.16).

Figure 4.16 **Notional UCC per FTE student, government schools**[a, b]



a See notes to tables 4A.6 and 4A.13 for definitions and data caveats. **b** Notional UCC per FTE student is derived by dividing the notional UCC in table 4A.13 with the FTE student numbers in table 4A.6. Notional UCC is set at 8 per cent of the value of non-current physical assets, which are re-valued over time.

Source: ABS (2004, 2005, 2006, 2007, 2008) *Schools Australia*, Cat. No. 4221.0; MCEETYA (unpublished) NSSC; tables 4A.6 and 4A.13.

Student-to-staff ratio

'Student-to-staff ratio' is an indicator of governments' objective to provide education in an efficient manner (box 4.9).

Box 4.9 **Student-to-staff ratio**

The 'student-to-staff ratio' is defined as the number of FTE students per FTE staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff. The student-to-staff ratio presents the number of students per teacher where teachers are classified in a way that can be compared across jurisdictions. A low ratio means there are a small number of students per teacher (the ratio is not a measure of class size).

(Continued on next page)

Box 4.9 **(Continued)**

Holding other factors constant, a high or increasing student-to-teacher ratio represents better or improved efficiency, but only when output quality and outcomes are the same as (or higher than) those in the other systems being compared. A low or decreasing student-to-teacher ratio may reflect decreasing efficiency, but may also reflect a higher quality education system, if it is assumed that teachers have more time for each student and that this results in better student outcomes.

The ratio needs to be interpreted with care because it is aggregated across all subjects and year levels, so it does not reflect the fact that a lower ratio may be more important for certain subjects and/or year levels and it does not account for learning outcomes, teacher quality, experience and qualifications. Further, it can be affected by a number of factors which may differ across the states and territories, including:

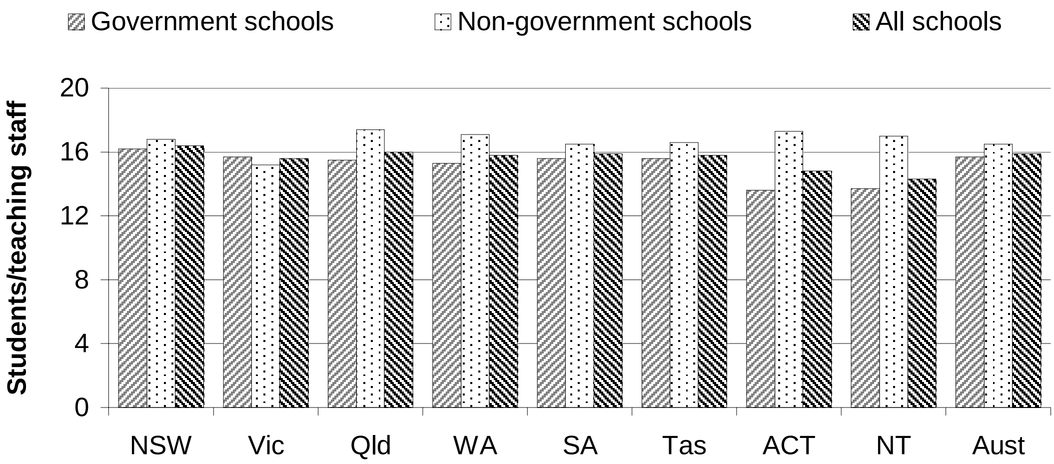
- the proportion of special needs students — for example, special schools catering for students with disabilities generally have significantly lower student-to-teacher ratios than those of mainstream schools and additional resources are also required in mainstream schools where special needs students attend
- the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers)
- other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

Care needs to be taken in interpreting efficiency data as differences in the costs of educating students can be driven by influences beyond the control of governments, such as a dispersed and/or geographically remote population. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data for this indicator are comparable.

Nationally, for government primary schools, the student-to-teacher ratio was 15.7 in 2007. For non-government primary schools, the student-to-teacher ratio was 16.5 in 2007. For all primary schools, the student-to-teacher ratio was 15.9 in 2007 (figure 4.17).

Figure 4.17 **Ratio of FTE students to FTE teaching staff, primary schools, 2007[a]**

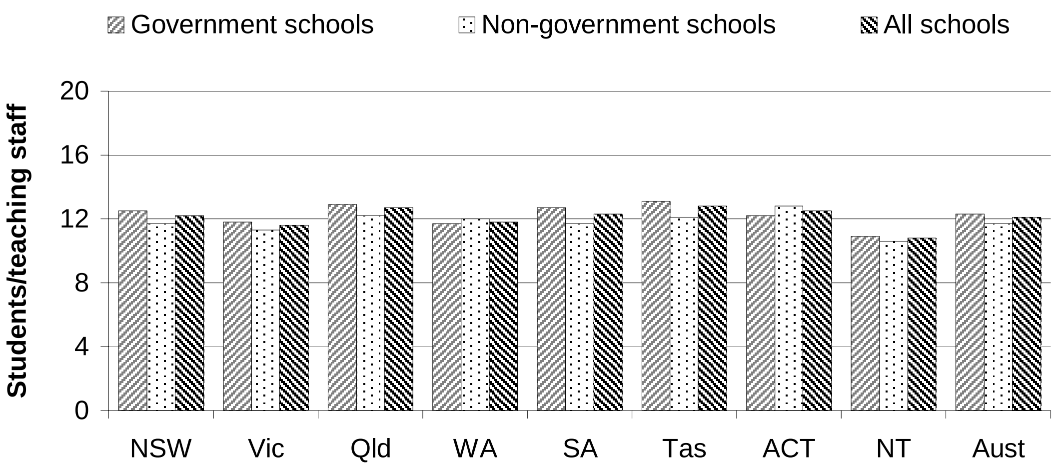


a See notes to table 4A.16 for definitions and data caveats.

Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; table 4A.16.

Nationally, for government secondary schools, the student-to-teacher ratio was 12.3 in 2007. For non-government secondary schools, the student-to-teacher ratio was 11.7 in 2007. For all secondary schools, the student-to-teacher ratio was 12.1 in 2007 (figure 4.18).

Figure 4.18 **Ratio of FTE students to FTE teaching staff, secondary schools, 2007[a]**



a See notes to table 4A.16 for definitions and data caveats.

Source: ABS (2008) *Schools Australia 2007*, Cat. No. 4221.0; table 4A.16.

Nationally, for all government schools, the student-to-teacher ratio was 14.2 in 2007. For all non-government schools, the student-to-teacher ratio was 13.8 in 2007. For all schools, the student-to-teacher ratio was 14.0 in 2007 (table 4A.16).

Refer to table 4A.16 for further detail on student-to-staff ratios, including those for non-school staff and all staff, for all jurisdictions.

Outcomes

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

Nationally comparable learning outcomes

'Reading performance', 'writing performance', 'numeracy performance', 'science literacy performance', 'civics and citizenship performance', and 'information and communication technology literacy performance' have been identified as indicators of learning outcomes (boxes 4.10–4.15) and are discussed in this section. The outcomes for VET in schools attainment, completion rates, and school leaver destination (boxes 4.16–4.18) are discussed in the following section.

The nationally comparable learning outcomes encompasses all of the MCEETYA endorsed tests which have been developed nationally to measure student performance across government and non-government schools in relation to the National Goals for Schooling, and also Australia's participation in two international tests: the OECD Programme for International Student Assessment (PISA); and the Trends in International Mathematics and Science Study (TIMSS).

Years 3, 5 and 7 nationally comparable learning outcomes data for reading, writing and numeracy performance for 2007 (and earlier years) are reported. (Data from stage 1 (of two stages) of the 2008 data (released in September 2008) are not included in the 2009 Report — see the Future Directions section for further details). Details of reported learning outcomes data and accompanying information from the national collection are reported in tables 4A.29–97. State and territory data are also available for the first time by Indigenous status and geolocation for 2006 and 2007, and are included in this Report. This complements the national Indigenous learning outcomes by geolocation presented in the 2008 Report. Limitations of national learning outcomes data are detailed in the 2004 Report on Government Services (box 3.1, pages 3.36-7).

In addition to the national literacy and numeracy assessments undertaken annually, triennial national sample assessments are undertaken on a rotating basis. Triennial year 6 science literacy performance data for 2003 and 2006 are reported in tables 4A.98–100. Triennial year 6 and year 10 civics and citizenship performance data for 2004 are reported in tables 4A.101–103. Triennial year 6 and year 10 information and communication technology literacy performance data for 2005 are reported in tables 4A.104–106.

The PISA provides learning outcomes data for 15 year olds in three core assessment domains: reading literacy, mathematical literacy and scientific literacy. In 2006, approximately 400 000 students from 57 countries participated in the PISA Assessment. From Australia this included over 14 170 students from 356 schools. Scientific literacy was the major domain tested in the PISA 2006 cycle. Detailed information about PISA 2006 is available in Thomson et al. (2007) and OECD (2007).

Data on scientific literacy from PISA 2006 have been included in this chapter (data on reading literacy and mathematical literacy were included in the 2008 Report). At this stage there is no nationally agreed standard for scientific literacy. This chapter reports the proxy standard of the proportion of students who achieve at or above proficiency level 3 for scientific literacy.

Results from PISA 2003 and PISA 2000 were included in the 2006 Report (SCRGSP 2006, pages 3.37-38, 3.44–46, 3.58-59 and 3.61-62) and 2003 Report (SCRGSP 2003, pages 3.19, 3.22-23 and 3.26–28) respectively. Information and data on PISA 2000, 2003 and 2006 are available in Lokan et al. (2001), Thomson et al. (2004a, 2004b), Thomson and De Bertoli (2007) and tables 4A.107–116.

Years 4 and 8 Trends in International Mathematics and Science Study (TIMSS) learning outcomes data for 2006-07 are also presented in this Report. Australian students participated in the three previous TIMSS, in 1994-95, 1998-99 and 2002-03. TIMSS focuses on the mathematics and science curriculum, identifying the concepts and processes students have learned, the factors which are linked to students' opportunity to learn, and how these factors influence students' achievements.

In 2006-07, students from 59 countries participated in the TIMSS. From Australia this included 8177 students from 457 schools in the main sample. Detailed information about TIMSS is available at http://www.acer.edu.au/timss and tables 4A.117–120.

Interpreting learning outcomes data

To assist with making comparisons between jurisdictions, 95 per cent confidence intervals are presented in charts and attachment tables (tables 4A.29–120).

Confidence intervals are a standard way of expressing the degree of uncertainty associated with survey estimates or performance measurement. An estimate of 80 with a confidence interval of ± 2, for example, means that if another sample had been drawn, or if another combination of test items had been used, there is a 95 per cent chance that the result would lie between 78 and 82. The learning outcomes proportion for a jurisdiction, therefore, can be thought of in terms of a range. If one jurisdiction's rate ranges from 78–82 and another's from 77–81, then it is not possible to say with confidence that one differs from the other (because there is unlikely to be a statistically significant difference). Where ranges do not overlap, there is a high likelihood that there is a statistically significant difference. To say that there is a statistically significant difference means there is a high probability that there is an actual difference; it does not imply that the difference is necessarily large or important.

Care should be taken when making comparisons in the results across the three PISA cycles. Comparisons should only be made between a major and minor assessment domain once the domain has become the major assessment domain for the first time. For example:

- Reading literacy was the major assessment domain in PISA 2000. Therefore, PISA 2000 is able to be compared with PISA 2003 and PISA 2006 for reading literacy results.
- Mathematical literacy was the major assessment domain in PISA 2003. Therefore, PISA 2003 is able to be compared with PISA 2006 for mathematical literacy results.
- Scientific literacy was the major assessment domain in PISA 2006. Therefore, PISA 2006 is not able to be compared with previous cycles for scientific literacy.

Reading performance

'Reading performance' is an indicator of governments' objective that all students should attain the skills of English literacy, such that every student should be able to read, write, spell and communicate at an appropriate level. It is an indicator of students' achievement in a key learning area of school education (box 4.10).

Box 4.10 **Reading performance**

'Reading performance' is defined by two measures:

Percentage of students achieving at or above the national reading benchmark: The proportion of assessed years 3, 5 and 7 students who achieve at or above the national reading benchmark for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation. The benchmarks describe nationally agreed minimum acceptable standards for reading performance at years 3, 5 and 7.

Up to and including 2007, student performance has been measured by annual State and Territory-based testing programs which were equated through a national process designed to allow comparable reporting against the benchmarks. Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replaced the former State and Territory-based assessments.

Percentage of students achieving at or above the proficient standard on the OECD PISA combined reading scale in a triennial international assessment: The proportion of assessed 15 year old students who achieve at or above the proficient standard (agreed by the MCEETYA to be level 3) on the OECD PISA combined reading scale for a given year, reported by sex, Indigenous status, socioeconomic status and geolocation.

A high or increasing proportion of students achieving the reading benchmark/proficient standard is desirable.

Data for this indicator are comparable.

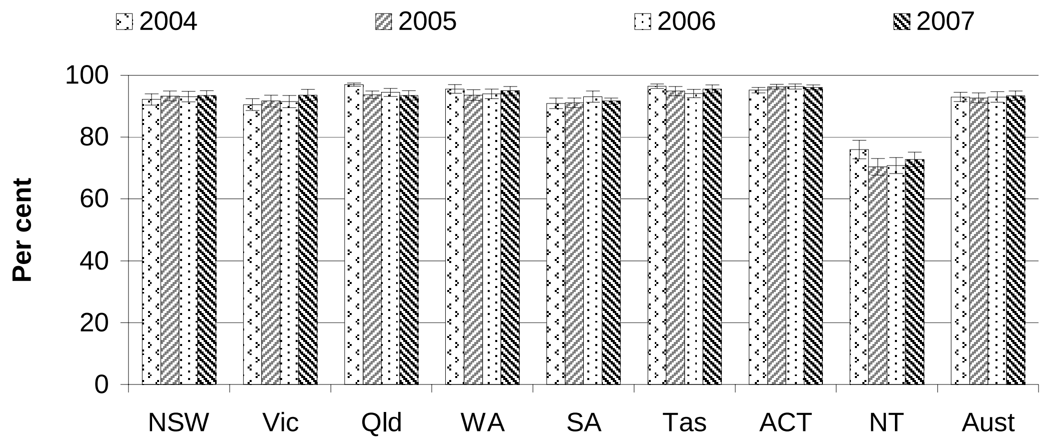
Nationally, the proportion of assessed year 3 students who achieved the reading benchmark in 2007 was 91.9–94.9 per cent (figure 4.19). The national proportion of students by equity group who achieved the year 3 reading benchmark in 2007 was:

- 93.7–96.3 per cent for female students and 90.2–93.8 per cent for male students
- 76.6–84.8 per cent for Indigenous students
- 90.0–93.2 per cent for LBOTE students (figure 4.20).

The proportion of assessed year 5 students who achieved the reading benchmark in 2007 was 87.6–90.8 per cent nationally (figure 4.21). The proportion of students by equity group who achieved the year 5 reading benchmark in 2007 was:

- 89.6–92.6 per cent for female students, higher than the proportion for male students (85.6–89.2 per cent)
- 63.4–71.8 per cent for Indigenous students
- 86.5–89.7 per cent for LBOTE students (figure 4.22).

Figure 4.19 **Proportion of year 3 students achieving the reading benchmark[a, b]**



a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.32-33, 4A.48-49, 4A.66-67, 4A.84-85.

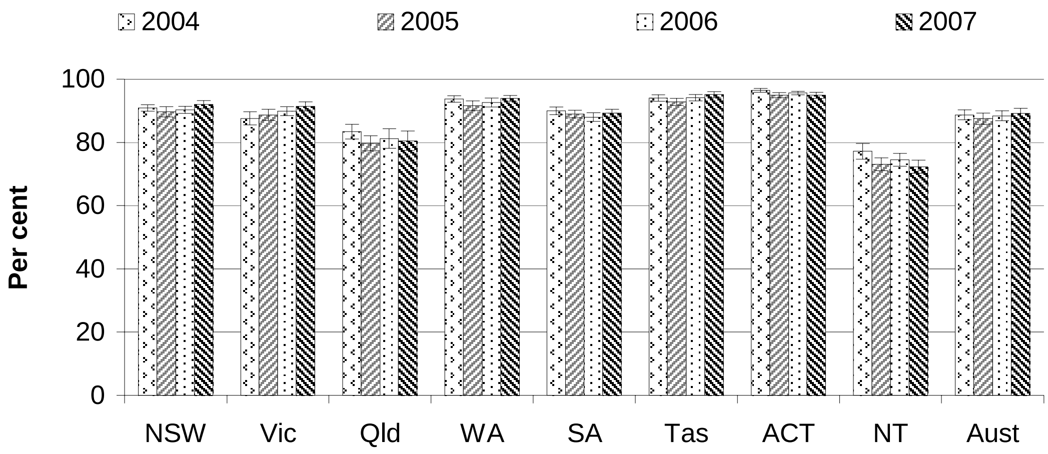
Source: MCEETYA (2005b, 2006a, 2007a, 2008c) *National Report on Schooling in Australia* (various years); tables 4A.29, 4A.44, 4A.62 and 4A.80.

Figure 4.20 **Proportion of year 3 students achieving the reading benchmark, by equity group, 2007[a, b]**

a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.84-85.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.80.

Figure 4.21 **Proportion of year 5 students achieving the reading benchmark[a, b]**



[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] For further information and caveats see tables 4A.32-33, 4A.48-49, 4A.66-67, 4A.84-85.

Source: MCEETYA (2005a, 2005b, 2006a, 2007a, 2008c) *National Report on Schooling in Australia* (various years); tables 4A.30, 4A.45, 4A.63 and 4A.81.

Figure 4.22 **Proportion of year 5 students achieving the reading benchmark, by equity group, 2007[a, b]**

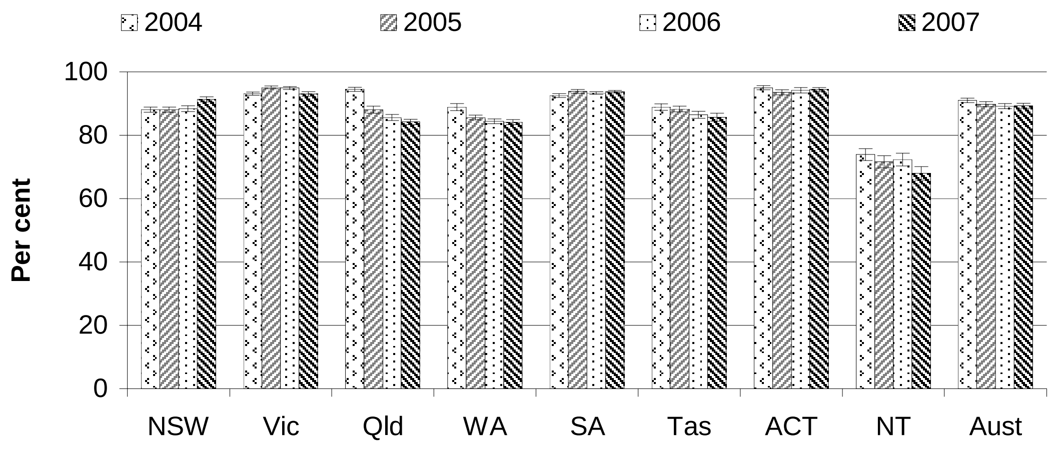
[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] For further information and caveats see tables 4A.84-85.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.81.

The proportion of assessed year 7 students who achieved the reading benchmark in 2007 was 88.5–90.1 per cent nationally (figure 4.23). The proportion of students by equity group who achieved the year 7 reading benchmark in 2007 was:

- 90.4–92.0 per cent for female students, higher than the proportion for male students (86.6–88.6 per cent)
- 61.9–67.5 per cent for Indigenous students
- 86.7–89.1 per cent for LBOTE students (figure 4.24).

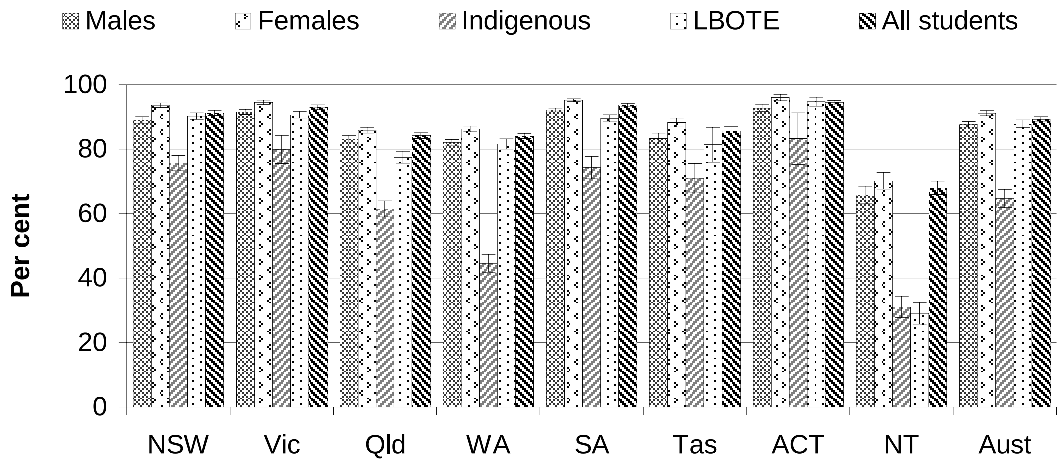
Figure 4.23 **Proportion of year 7 students achieving the reading benchmark**[a, b]



a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.32-33, 4A.48-49, 4A.66-67, 4A.84-85.

Source: MCEETYA (2005a, 2005b, 2006a, 2007a, 2008c) *National Report on Schooling in Australia* (various years); tables 4A.31, 4A.46, 4A.64 and 4A.82.

Figure 4.24 **Proportion of year 7 students achieving the reading benchmark, by equity group, 2007[a, b]**



a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.84-85.

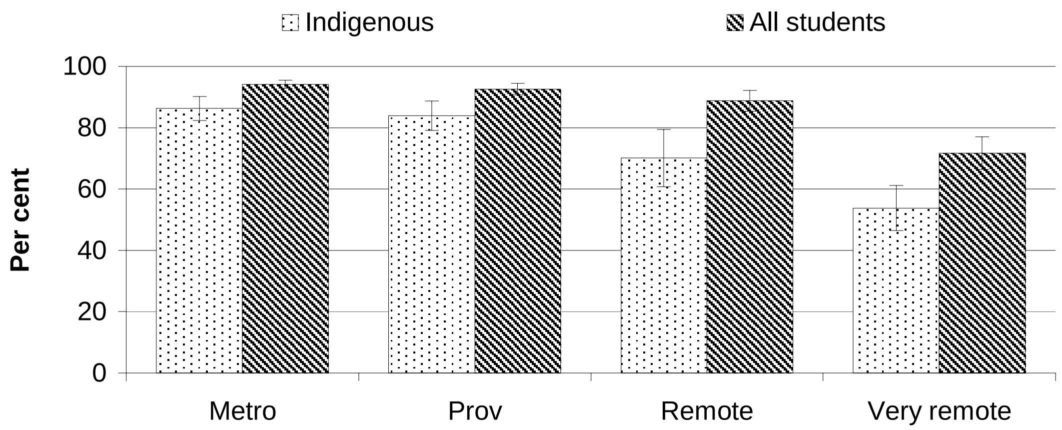
Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.82.

Nationally, the proportion of assessed students who achieved the reading benchmark by geolocation in 2007 was:

- 92.9–95.5 per cent for all year 3 students in metropolitan areas, no different to the proportion for provincial students (90.7–94.5 per cent), but above the proportion for remote students (85.4–92.2 per cent) and very remote students (66.4–77.0 per cent) (figure 4.25)
- 88.8–91.8 per cent for all year 5 students in metropolitan areas, no different to the proportion for provincial students (85.7–89.7 per cent), but above the proportion for remote students (75.7–83.9 per cent) and very remote students (50.6–61.8 per cent) (table 4A.83)
- 89.7–91.3 per cent for all year 7 students in metropolitan areas, above the proportion for provincial students (86.9–89.1 per cent), remote students (73.7–80.5 per cent) and very remote students (44.5–54.5 per cent) (table 4A.83).

For all categories of remoteness across years 3, 5 and 7, the reading outcomes for Indigenous students were lower than those for all students. As with all students, outcomes for Indigenous students declined as remoteness increased — furthermore the gap in learning outcomes between Indigenous students and all students increased as the degree of remoteness increased.

Figure 4.25 **National proportion of year 3 students achieving the reading benchmark, by Indigenous status and geolocation, 2007[a, b, c]**



[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] Data for year 3 students are shown and may not be representative of students in years 5 and 7 which are detailed in table 4A.83. [c] Insufficient or no students in an area of geographic classification are not included.

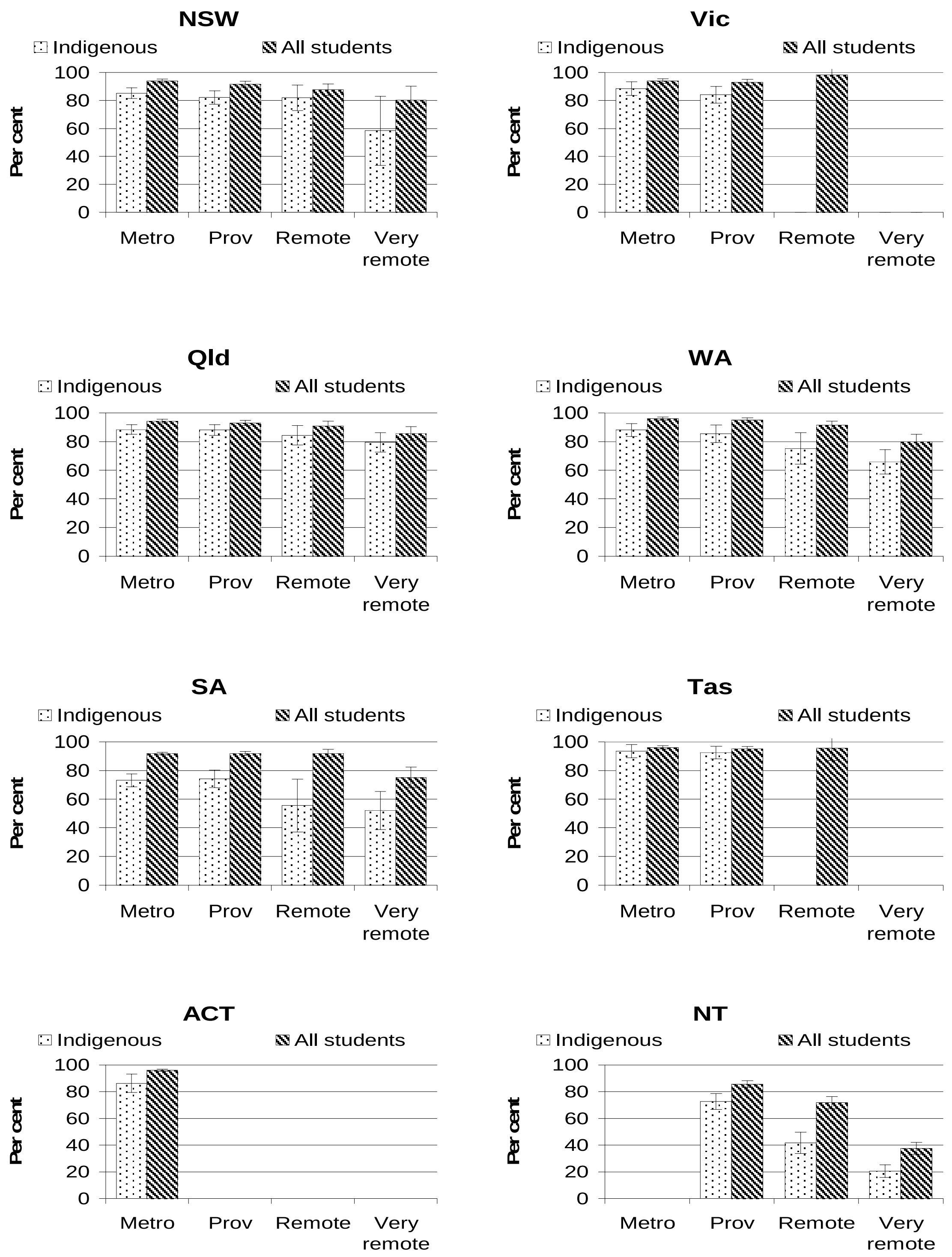
Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.83.

Nationally, the proportion of assessed Indigenous students who achieved the reading benchmark by geolocation in 2007 was:

- 82.4–90.2 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (79.1–88.7 per cent), but above the proportion for remote students (60.8–79.4 per cent) and very remote students (46.4–61.2 per cent) (figure 4.25)
- 69.4–79.6 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (65.6–77.0 per cent), but above the proportion for remote students (46.2.–65.0 per cent) and very remote students (25.1–40.1 per cent) (table 4A.83)
- 69.0–75.8 per cent for Indigenous year 7 students in metropolitan areas, no different to the proportion of provincial students (65.5–73.1 per cent), but above the proportion for remote students (39.0–55.0 per cent) and very remote students (19.3–31.5 per cent) (table 4A.83).

State and territory results are presented for year 3 reading literacy (by Indigenous status and geolocation) in figure 4.26 (results for years 5 and 7 reading literacy are in table 4A.83). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Figure 4.26 **Proportion of year 3 students achieving the reading benchmark, by Indigenous status and geolocation, 2007[a, b, c]**



[a] Error bars represent the 95 per cent confidence intervals associated with each point estimate. [b] Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location. [c] There are no very remote areas in Victoria. There are no provincial, remote or very remote areas in the ACT. There is no metropolitan zone in the NT.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.83.

Writing performance

‘Writing performance’ is an indicator of governments’ objective that all students should attain the skills of English literacy; such that every student should be able to read, write, spell and communicate at an appropriate level. It is an indicator of students’ achievement in a key learning area of school education (box 4.11).

Box 4.11 **Writing performance**

‘Writing performance’ is defined as the proportion of assessed years 3, 5 and 7 students who achieve at or above the national writing benchmark for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation. The benchmarks describe nationally agreed minimum acceptable standards for writing performance at years 3, 5 and 7.

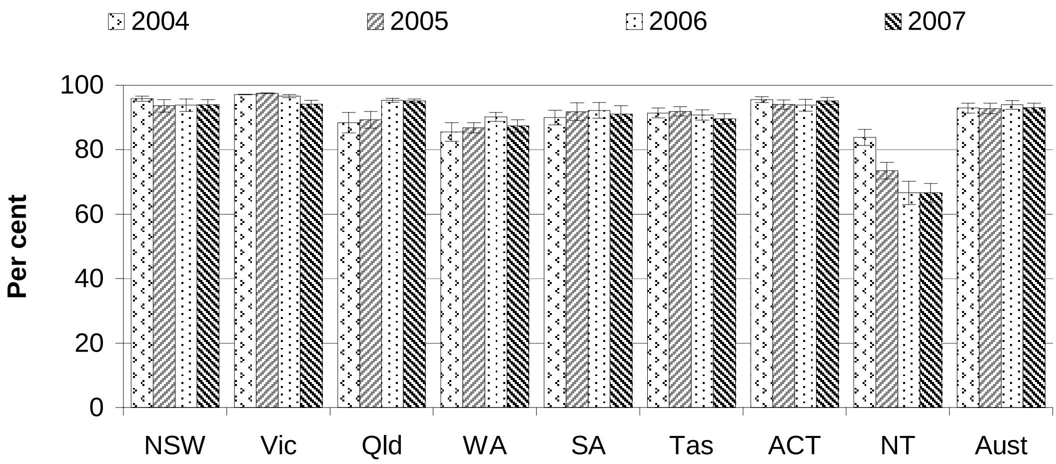
Up to and including 2007, student performance has been measured by annual State and Territory-based testing programs which were equated through a national process designed to allow comparable reporting against the benchmarks. Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replaced the former State and Territory-based assessments.

A high or increasing proportion of students achieving the writing benchmark is desirable.

Data for this indicator are comparable.

Nationally, the proportion of assessed year 3 students who achieved the writing benchmark in 2007 was 91.6–94.4 per cent (figure 4.27).

Figure 4.27 **Proportion of year 3 students achieving the writing benchmark[a, b]**



a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.37-38, 4A.54-55, 4A.72-73 and 4A.90-91.

Source: MCEETYA (2005b, 2006a, 2007a, 2008c) *National Report on Schooling in Australia* (various years); tables 4A.34, 4A.50, 4A.68 and 4A.86.

The national proportion of students by equity group who achieved the year 3 writing benchmark in 2007 was:

- 94.4–96.4 per cent for female students, higher than the proportion for male students (89.0–92.6 per cent)
- 72.8–80.4 per cent for Indigenous students
- 90.2–93.2 per cent for LBOTE students (figure 4.28).

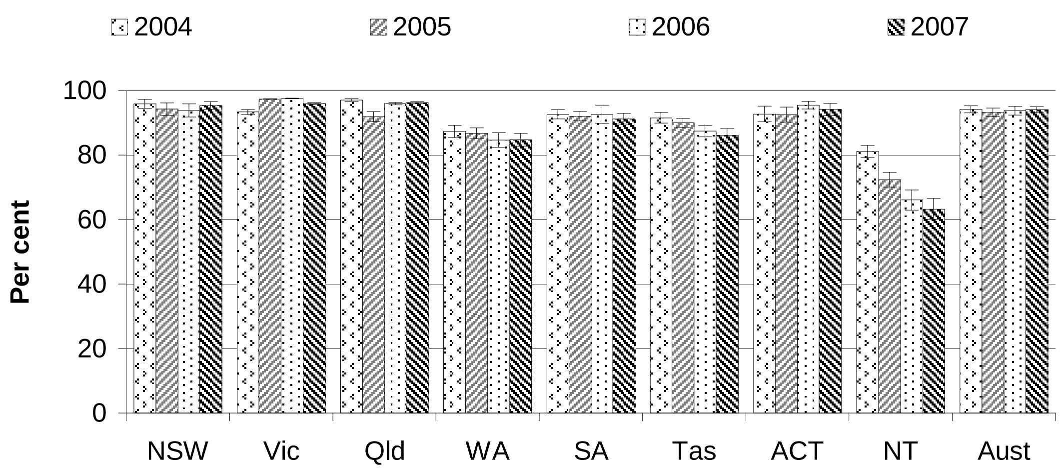
Figure 4.28 **Proportion of year 3 students achieving the writing benchmark, by equity group, 2007[a, b]**

a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.90-91.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.86.

Nationally, the proportion of assessed year 5 students who achieved the writing benchmark by geolocation in 2007 was 93.2–95.0 per cent (figure 4.29).

Figure 4.29 **Proportion of year 5 students achieving the writing benchmark[a, b]**



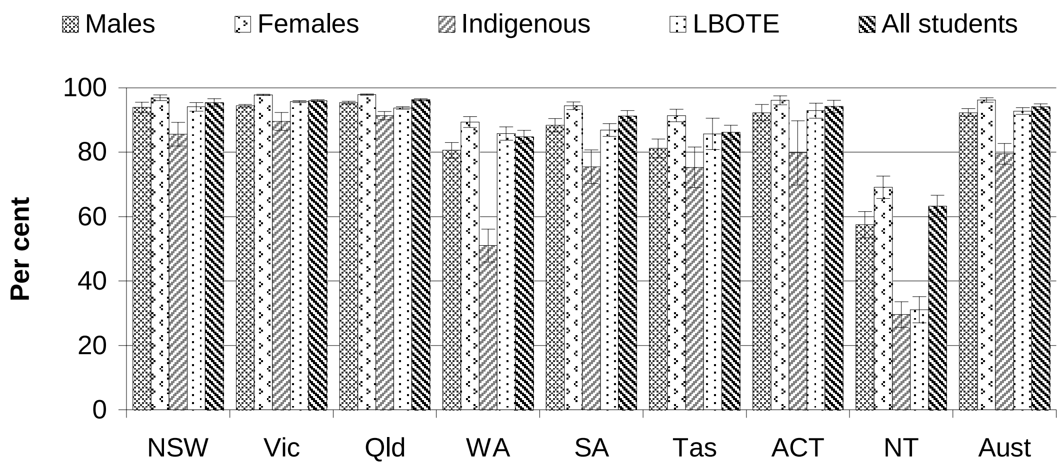
a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.37-38, 4A.54-55, 4A.72-73 and 4A.90-91.

Source: MCEETYA (2005b, 2006a, 2007a, 2008c) *National Report on Schooling in Australia* (various years); tables 4A.35, 4A.51, 4A.69 and 4A.87.

The national proportion of students by equity group who achieved the year 5 writing benchmark in 2007 was:

- 95.5–96.9 per cent for female students, higher than the proportion for male students (91.1–93.5 per cent)
- 76.3–82.7 per cent for Indigenous students
- 91.8–93.8 per cent for LBOTE students (figure 4.30).

Figure 4.30 **Proportion of year 5 students achieving the writing benchmark, by equity group, 2007[a, b]**



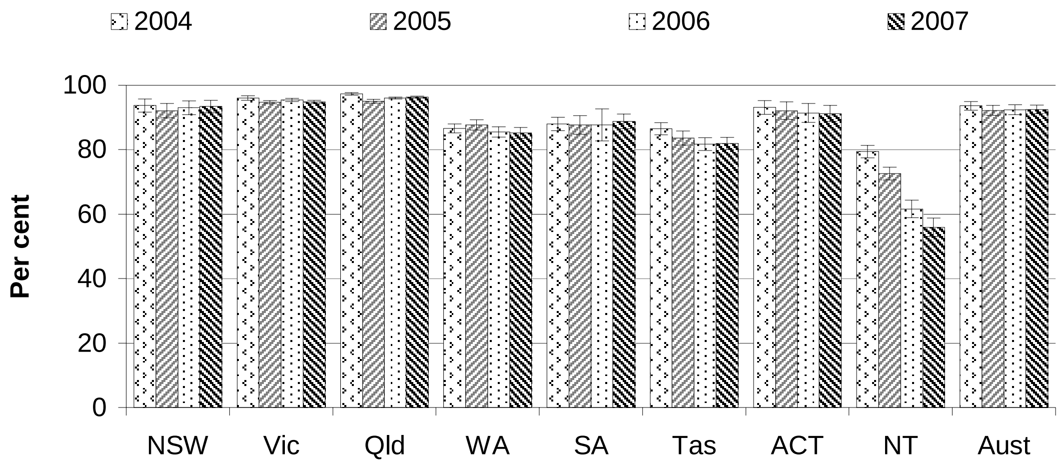
[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] For further information and caveats see tables 4A.90-91.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.87.

Nationally, the proportion of assessed year 7 students who achieved the writing benchmark in 2007 was 91.2–93.8 per cent (figure 4.31). The national proportion of students by equity group who achieved the year 7 writing benchmark in 2007 was:

- 94.4–96.2 per cent for female students, higher than the proportion for male students (88.1–91.5 per cent)
- 70.7–78.3 per cent for Indigenous students
- 89.9–93.1 per cent for LBOTE students (figure 4.32).

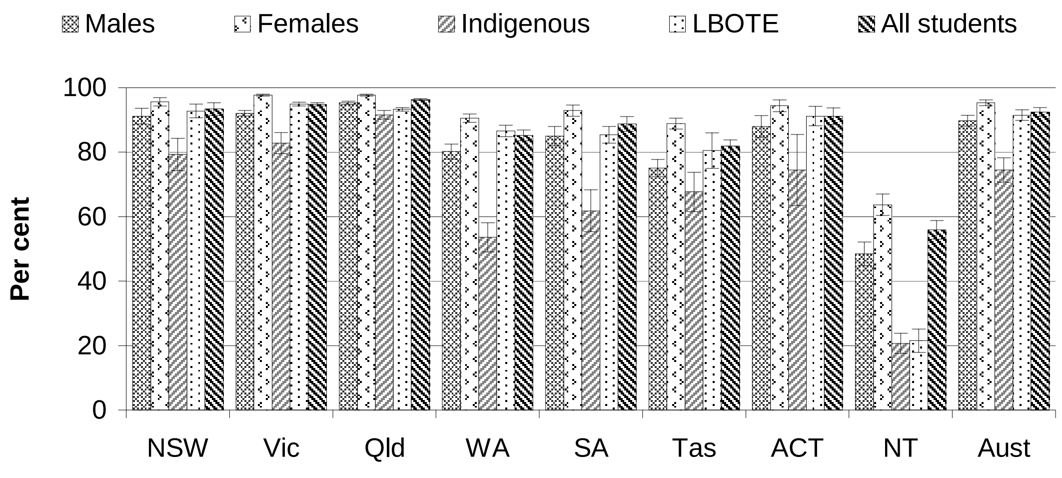
Figure 4.31 **Proportion of year 7 students achieving the writing benchmark[a, b]**



a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.37-38, 4A.54-55, 4A.72-73 and 4A.90-91.

Source: MCEETYA (2005b, 2006a, 2007a, 2008c) *National Report on Schooling in Australia* (various years); tables 4A.36, 4A.52, 4A.70 and 4A.88.

Figure 4.32 **Proportion of year 7 students achieving the writing benchmark, by equity group, 2007[a, b]**



a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.90-91.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.88.

Nationally, the proportion of assessed students who achieved the writing benchmark by geolocation in 2007 was:

- 92.7–95.3 per cent for all year 3 students in metropolitan areas, no different to the proportion for provincial students (90.2–93.8 per cent), but above the proportion for remote students (80.6–87.6 per cent) and very remote students (57.7–67.3 per cent) (figure 4.33)
- 94.3–95.9 per cent for all year 5 students in metropolitan areas, no different to the proportion for provincial students (91.9–94.5 per cent), but above the proportion for remote students (81.1–88.1 per cent) and very remote students (56.8–66.2 per cent) (table 4A.89)
- 92.5–94.9 per cent for all year 7 students in metropolitan areas, no different to the proportion for provincial students (89.3–92.5 per cent), but above the proportion for remote students (74.9–82.9 per cent) and very remote students (54.3–63.7 per cent) (table 4A.89).

Figure 4.33 **National proportion of year 3 students achieving the writing benchmark, by Indigenous status and geolocation, 2007[a, b]**

[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] Data for year 3 students are shown and may not be representative of students in years 5 and 7 which are detailed in table 4A.86.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.89.

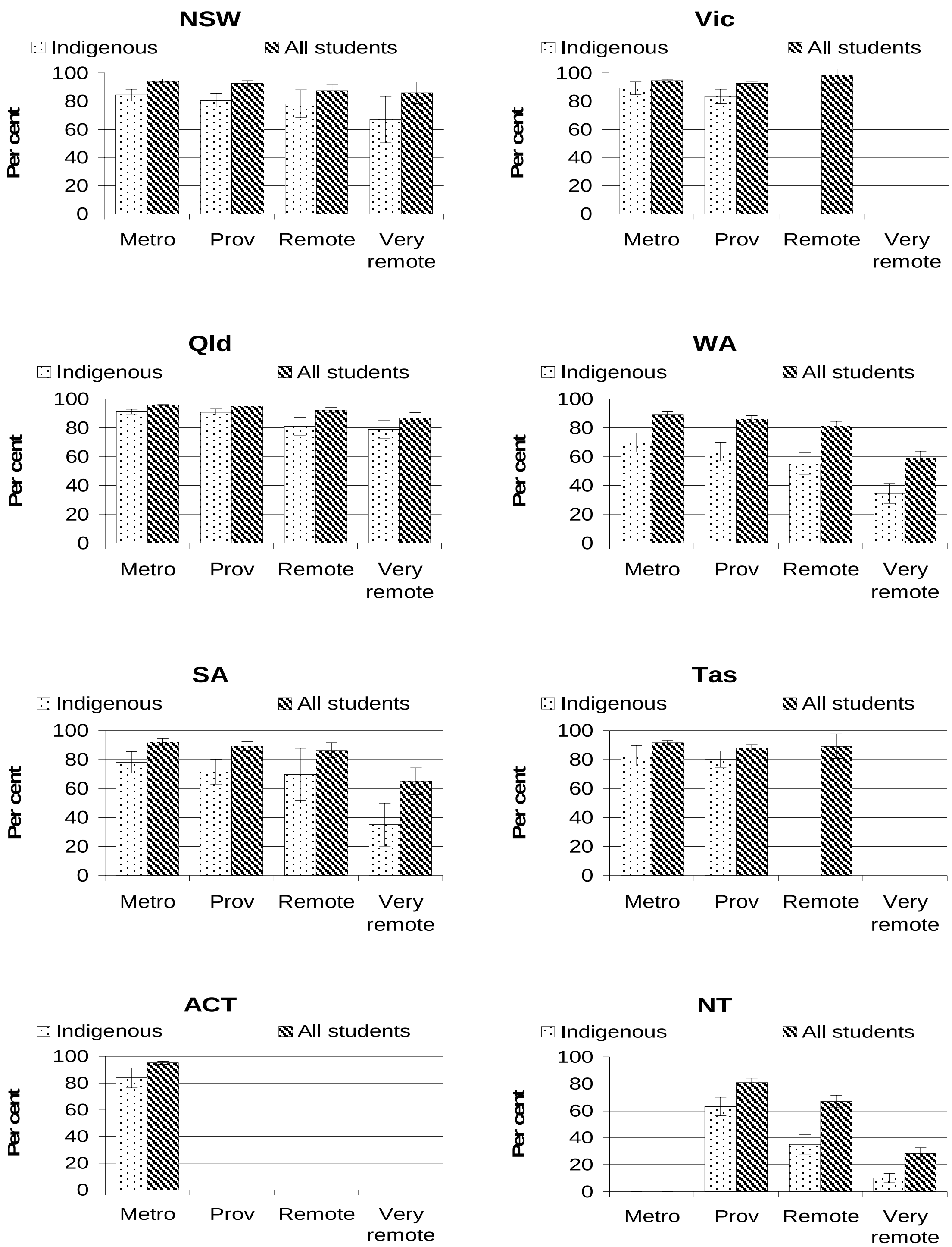
For all categories of remoteness across years 3, 5 and 7, the writing outcomes for Indigenous students were lower than those for all students. As with all students, outcomes for Indigenous students declined as remoteness increased — furthermore the gap in learning outcomes between Indigenous students and all students increased as the degree of remoteness increased.

Nationally, the proportion of assessed Indigenous students who achieved the writing benchmark by geolocation in 2007 was:

- 80.7–88.7 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (76.3–85.3 per cent), but above the proportion for remote students (53.3–69.1 per cent) and very remote students (34.8–46.8 per cent) (figure 4.33)
- 82.4–93.8 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (76.4–89.4 per cent), but above the proportion for remote students (51.0–74.6 per cent) and very remote students (34.5–46.3 per cent) (table 4A.89)
- 79.2–87.4 per cent for Indigenous year 7 students in metropolitan areas, no different to the proportion of provincial students (72.6–82.4 per cent), but above the proportion for remote students (44.5–61.1 per cent) and very remote students (33.5–43.1 per cent) (table 4A.89).

State and territory results are presented for year 3 writing literacy in figure 4.34 (results for years 5 and 7 writing literacy are in table 4A.89). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Figure 4.34 **Proportion of year 3 students achieving the writing benchmark, by Indigenous status and geolocation, 2007**[a, b, c]



a Error bars represent the 95 per cent confidence intervals associated with each point estimate. **b** Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location. **c** There are no very remote areas in Victoria. There are no provincial, remote or very remote areas in the ACT. There is no metropolitan zone in the NT.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.89.

Numeracy performance

'Numeracy performance' (including mathematical literacy) is an indicator of governments' objective that all students should attain the skills of numeracy. It is an indicator of students' achievement in a key learning area of school education (box 4.12).

Box 4.12 **Numeracy performance**

'Numeracy performance' (or mathematical literacy) performance is defined by three measures:

Percentage of students achieving at or above the national numeracy benchmark: The proportion of assessed years 3, 5 and 7 students who achieve at or above the national numeracy benchmark for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation. The benchmarks describe nationally agreed minimum acceptable standards for numeracy performance at years 3, 5 and 7.

Up to and including 2007, student performance has been measured by annual State and Territory-based testing programs which were equated through a national process designed to allow comparable reporting against the benchmarks. Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replaced the former State and Territory-based assessments.

Percentage of students achieving at or above the proficient standard on the OECD PISA combined mathematical literacy scale in a triennial assessment: The proportion of assessed 15 year old students who achieve at or above the proficient standard (agreed by the MCEETYA to be level 3) on the OECD PISA combined mathematical literacy scale for a given year, reported by sex, Indigenous status, socioeconomic status and geolocation.

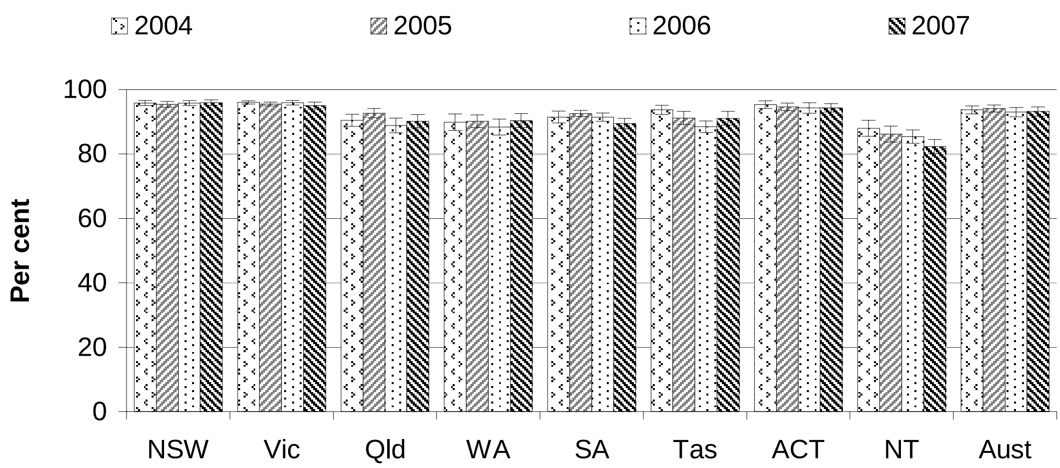
Percentage of students achieving at or above the proficient standard on the TIMSS mathematical literacy scale in a quadrennial assessment: The proportion of assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS mathematical literacy scale for a given year. A national standard has yet to be developed for this measure.

A high or increasing proportion of students achieving the numeracy benchmark/mathematical literacy proficient standard is desirable.

Data for this indicator are comparable.

Nationally, the proportion of assessed year 3 students who achieved the numeracy benchmark in 2007 was 91.8–94.6 per cent (figure 4.35).

Figure 4.35 **Proportion of year 3 students achieving the numeracy benchmark[a, b]**



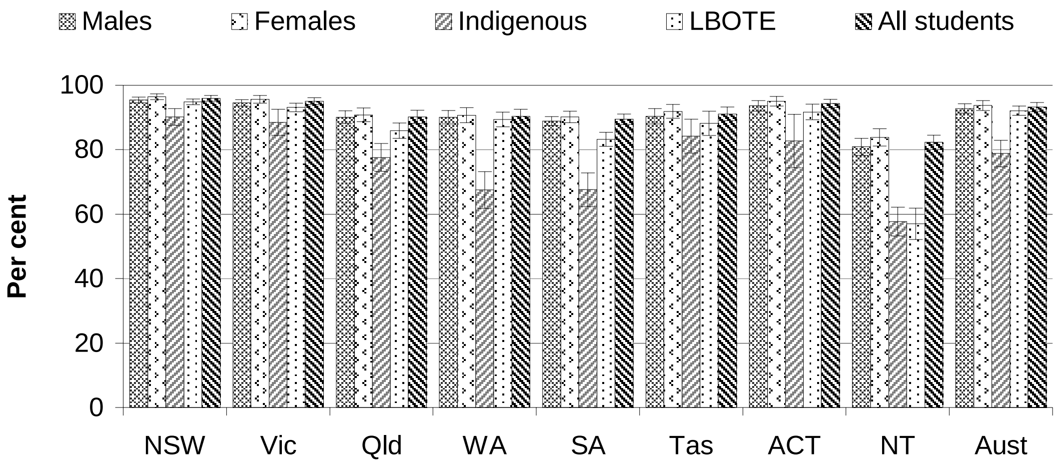
a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.42-43, 4A.60-61, 4A.78-79 and 4A.96-97.

Source: MCEETYA (2005b, 2006a, 2007a, 2008c) *National Report on Schooling in Australia* (various years); tables 4A.39, 4A.56, 4A.74 and 4A.92.

The national proportion of students by equity group who achieved the year 3 numeracy benchmark in 2007 was:

- 92.2–95.2 per cent for female students, no different to the proportion for male students (91.4–94.2 per cent)
- 74.7–82.9 per cent for Indigenous students
- 90.7–93.5 per cent for LBOTE students (figure 4.36).

Figure 4.36 **Proportion of year 3 students achieving the numeracy benchmark, by equity group, 2007[a, b]**



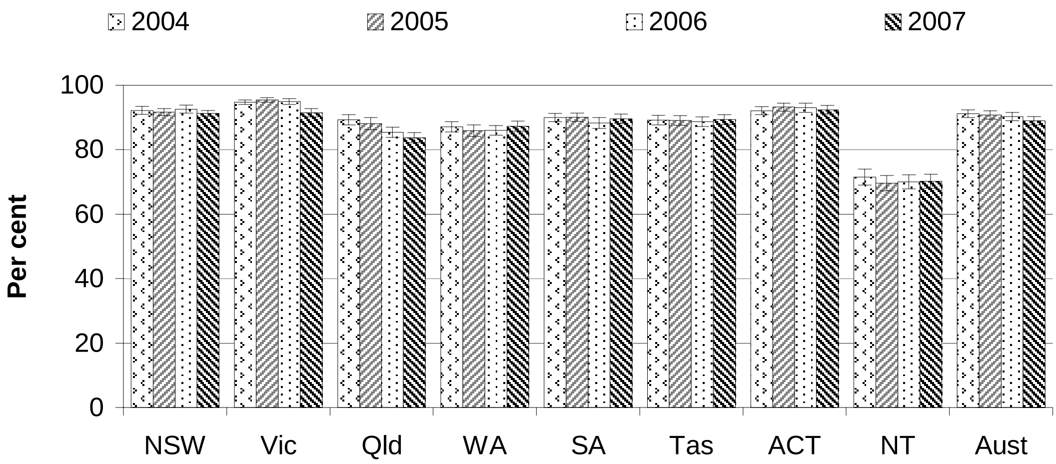
a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.96-97.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.92.

Nationally, the proportion of assessed year 5 students who achieved the numeracy benchmark in 2007 was 87.7–90.3 per cent (figure 4.37). The national proportion of students by equity group who achieved the year 5 numeracy benchmark in 2007 was:

- 87.7–90.5 per cent for female students, no different to the proportion for male students (87.8–90.4 per cent)
- 62.1–68.9 per cent for Indigenous students
- 86.2–89.0 per cent for LBOTE students (figure 4.38).

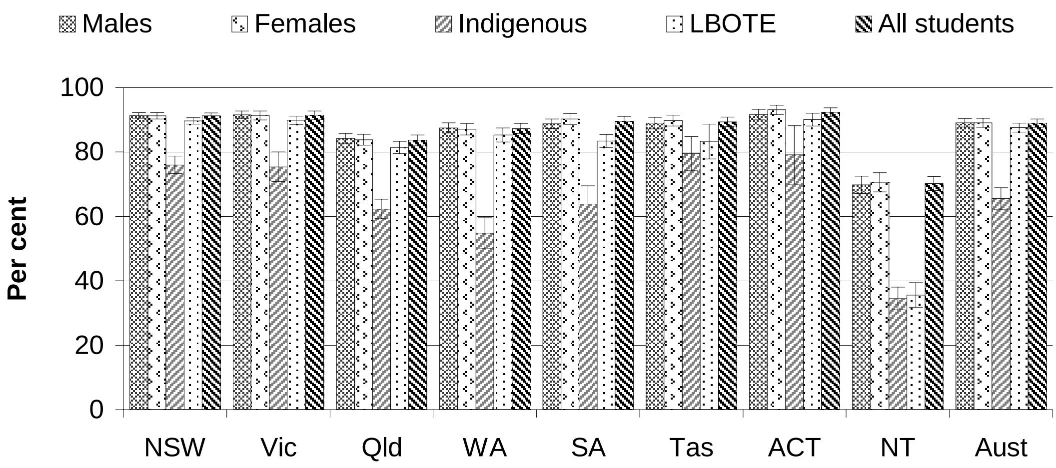
Figure 4.37 **Proportion of year 5 students achieving the numeracy benchmark[a, b]**



a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.42-43, 4A.60-61, 4A.78-79 and 4A.96-97.

Source: MCEETYA (2005b, 2006a, 2007a, 2008c) *National Report on Schooling in Australia* (various years); tables 4A.40, 4A.57, 4A.75 and 4A.93.

Figure 4.38 **Proportion of year 5 students achieving the numeracy benchmark, by equity group, 2007[a, b]**

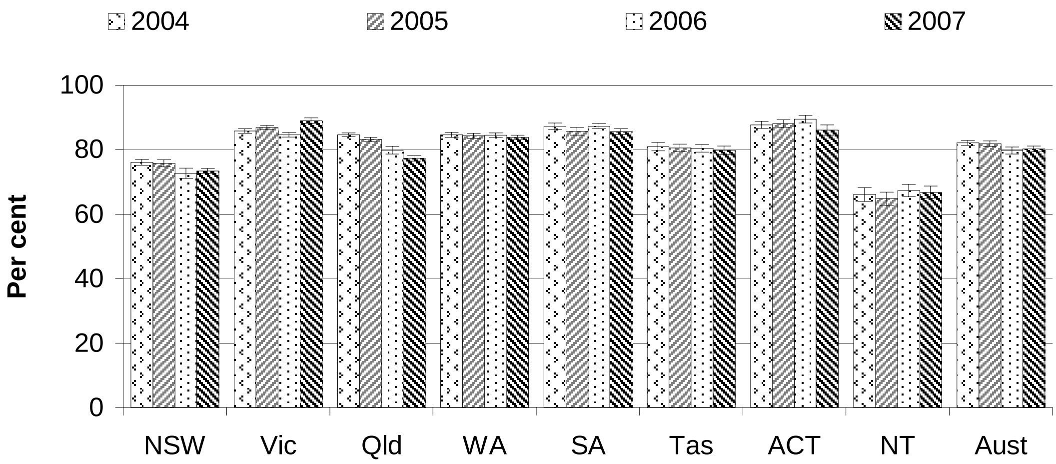


a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see tables 4A.96-97.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.93.

Nationally, the proportion of assessed year 7 students who achieved the numeracy benchmark in 2007 was 79.3–81.1 per cent (figure 4.39).

Figure 4.39 **Proportion of year 7 students achieving the numeracy benchmark[a, b]**



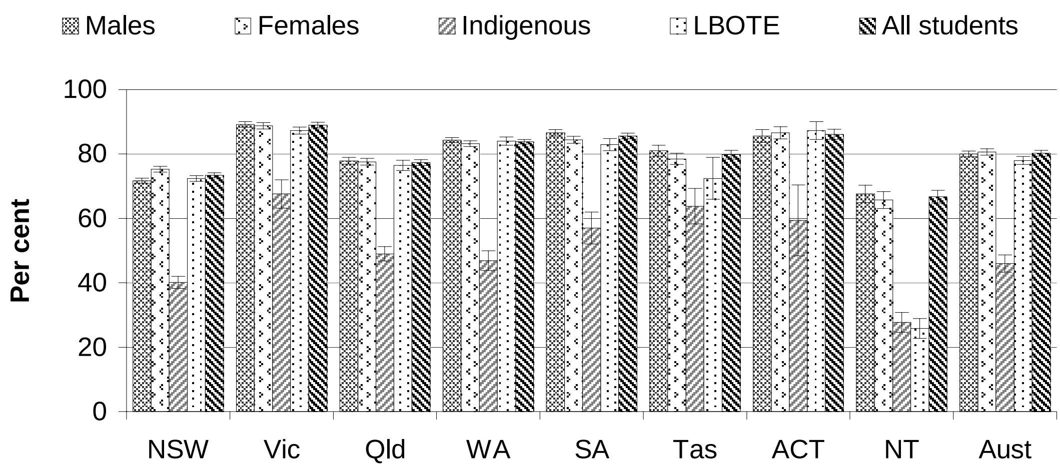
[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] For further information and caveats see tables 4A.42-43, 4A.60-61, 4A.78-79 and 4A.96-97.

Source: MCEETYA (2005b, 2006a, 2007a, 2008c) *National Report on Schooling in Australia* (various years); tables 4A.41, 4A.58, 4A.76 and 4A.94.

The proportion of students by equity group who achieved the year 7 numeracy benchmark in 2007 was:

- 79.6–81.6 per cent for female students, no different to the proportion for male students (79.1–80.9 per cent)
- 43.3–48.7 per cent for Indigenous students
- 76.8–79.2 per cent for LBOTE students (figure 4.40).

Figure 4.40 **Proportion of year 7 students achieving the numeracy benchmark, by equity group, 2007[a, b]**



[a] Error bars represent the 95 per cent confidence interval associated with each point estimate. [b] For further information and caveats see tables 4A.96-97.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.94.

Nationally, the proportion of assessed students who achieved the numeracy benchmark by geolocation in 2007 was:

- 92.5–95.1 per cent for all year 3 students in metropolitan areas, no different to the proportion for provincial students (91.0–94.4 per cent), but above the proportion for remote students (84.2–91.2 per cent) and very remote students (61.4–73.0 per cent) (figure 4.41)
- 89.0–91.4 per cent for all year 5 students in metropolitan areas, no different to the proportion for provincial students (86.2–89.4 per cent), but above the proportion for remote students (74.4–82.2 per cent) and very remote students (46.9–57.7 per cent) (table 4A.95)
- 80.8–82.6 per cent for all year 7 students in metropolitan areas, above the proportion for provincial students (76.8–79.2 per cent), remote students (66.7–74.1 per cent) and very remote students (39.1–48.5 per cent) (table 4A.95).

Figure 4.41 **National proportion of year 3 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2007[a, b]**

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

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.95.

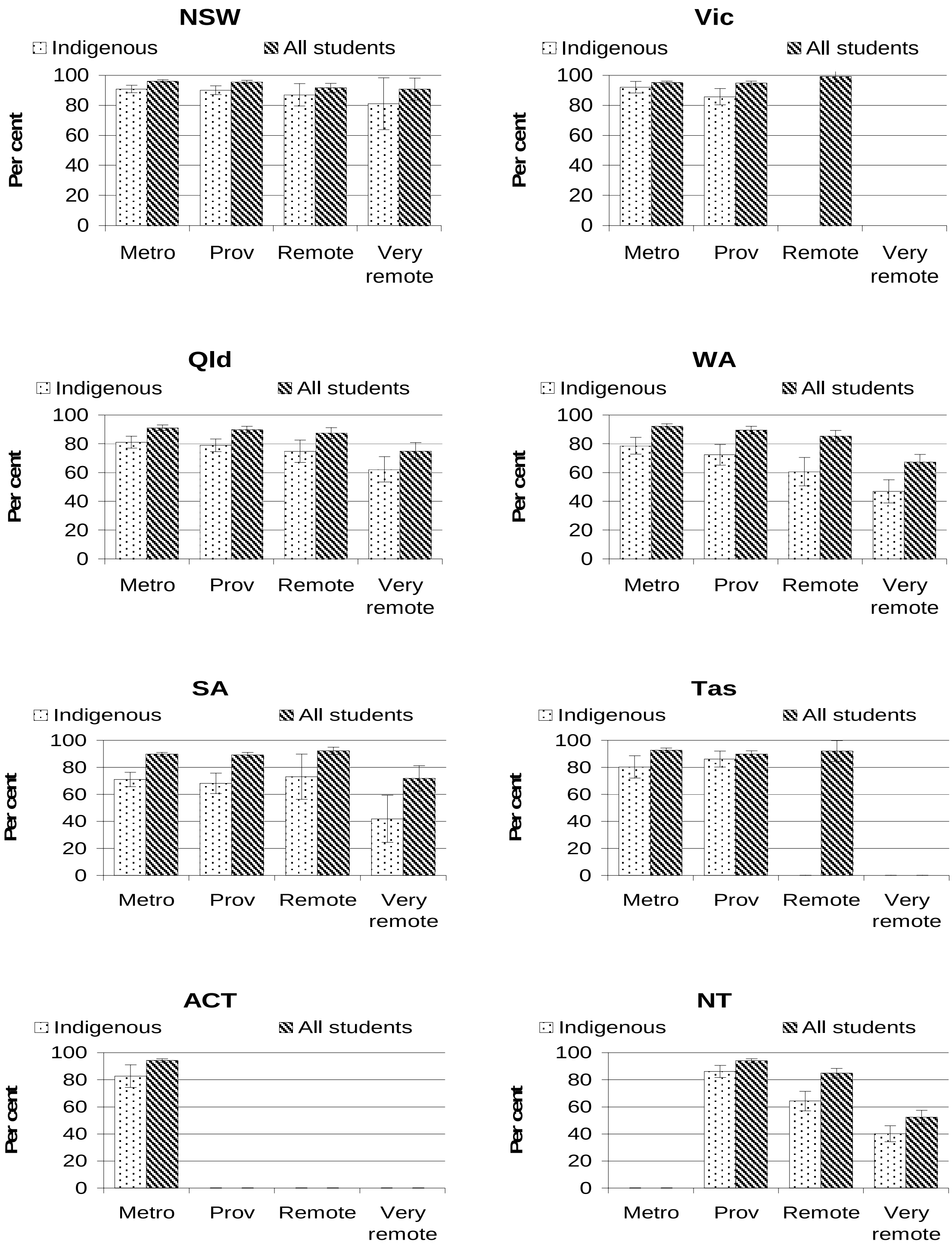
For all categories of remoteness across years 3, 5 and 7, the numeracy outcomes for Indigenous students were lower than those for all students. As with all students, outcomes for Indigenous students declined as remoteness increased — furthermore the gap in learning outcomes between Indigenous students and all students increased as the degree of remoteness increased.

Nationally, the proportion of assessed Indigenous students who achieved the numeracy benchmark in 2007 was:

- 80.2–88.2 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (79.2–88.0 per cent), but above the proportion for remote students (60.9–78.1 per cent) and very remote students (41.4–57.6 per cent) (figure 4.41)
- 69.6–77.6 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (65.6–74.6 per cent), but above the proportion for remote students (40.9–58.3 per cent) and very remote students (21.3–33.1 per cent) (table 4A.95)
- 48.2–55.2 per cent for Indigenous year 7 students in metropolitan areas, no different to the proportion of provincial students (45.0–53.0 per cent), but above the proportion for remote students (28.2–43.2 per cent) and very remote students (13.7–24.1 per cent) (table 4A.95).

State and Territory results are presented for year 3 numeracy outcomes in figure 4.42 (results for years 5 and 7 numeracy outcomes are in table 4A.95). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Figure 4.42 **Proportion of year 3 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2007[a, b, c]**



a Error bars represent the 95 per cent confidence intervals associated with each point estimate. **b** Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location. **c** There are no very remote areas in Victoria. There are no provincial, remote or very remote areas in the ACT. There is no metropolitan zone in the NT.

Source: MCEETYA (2008c) *National Report on Schooling in Australia 2007*; table 4A.95.

Science literacy performance

'Science literacy performance' is an indicator of governments' objective that all students should attain high standards of knowledge, skill and understanding in agreed key learning areas (box 4.13).

Box 4.13 **Science literacy performance**

'Science literacy performance' is defined by three measures:

- *Percentage of students achieving at or above the proficient standard on the scientific literacy scale*: This is the proportion of assessed year 6 students who achieve at or above the proficient standard for scientific literacy, reported by sex, Indigenous status, and geolocation for 2003 and 2006 (and for LBOTE and socioeconomic status for 2003). The proficient standard for performance in scientific literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) for year 6 (MCEETYA 2004, 2008e). This is a challenging but reasonable level of performance where to be regarded as having reached the proficient standard, students need to demonstrate more than the minimal or elementary skills expected of a student at that year level (MCEETYA Performance Measurement and Reporting Taskforce (PMRT) unpublished).
- *Percentage of students achieving at or above the proficient standard on the OECD PISA combined scientific literacy scale in a triennial international assessment*: This is the proportion of assessed 15 year old students who achieve at or above the proficient standard on the OECD PISA combined scientific literacy scale for a given year, reported by sex, Indigenous status, socioeconomic status and geolocation. A national standard has yet to be developed for this measure.
- *Percentage of students achieving at or above the proficient standard on the TIMSS science literacy scale in a quadrennial assessment*: This is the proportion of assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS science literacy scale for a given year. A national standard has yet to be developed for this measure.

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

Data for this indicator are comparable.

The National Assessment Program — Science Literacy, Year 6 assessment measures the scientific literacy of a sample of students and is conducted triennially. It was first conducted in 2003, and for a second time in 2006. Results from the 2003 national science literacy sample assessment were discussed in detail in the 2006 Report (SCRGSP 2006, pages 3.59–62), with available rescaled data (based on the 2006 sample) presented in tables 4A.98–100 of the 2009 Report. Results from the 2006 national science literacy sample assessment are reported below.

Approximately 5 per cent of the total Australian year 6 student population was sampled randomly and assessed. The sample was drawn from all states and territories and both government and non-government schools participated. In 2006, 12 911 students from 621 government and non-government schools participated in the national science literacy assessment (MCEETYA 2008e).

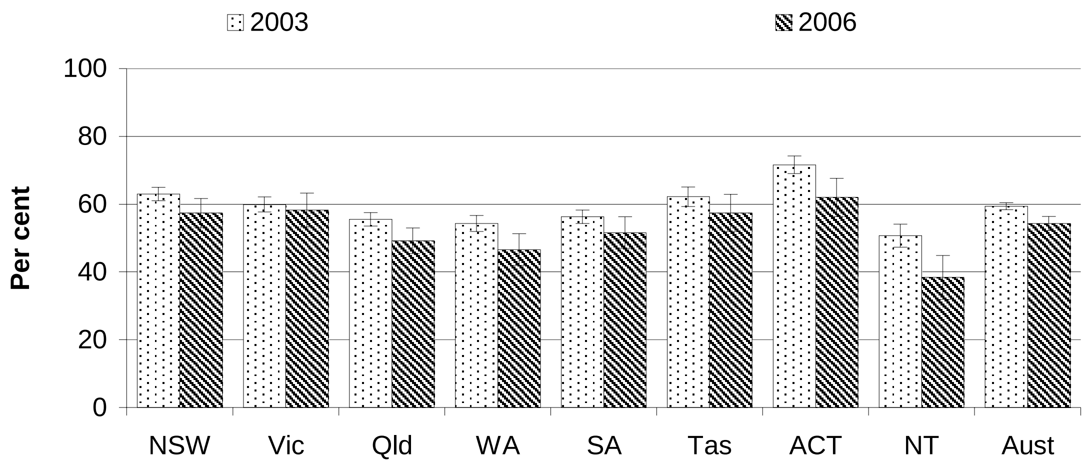
Year 6 scientific literacy 2006 results are reported as the proportion of Australian students from the sampled students (year 6 enrolled in participating schools) who achieved at the proficient standard or above. Nationally, 52.2–56.4 per cent of participating year 6 students achieved at the proficient standard or above in scientific literacy (figure 4.43) (down from 58.4–60.4 per cent in 2003). The national proportion of students by equity group who achieved at the proficient standard or above in scientific literacy was:

- 51.4–56.0 per cent for female students, no different than the proportion for male students (52.4–57.4 per cent)
- 15.5–35.5 per cent for Indigenous students (table 4A.100).

The national proportion of students by geolocation who achieved at the proficient standard or above in scientific literacy was:

- 52.1–58.5 per cent for metropolitan zone capital city students, no different to major urban statistical districts (51.1–60.9 per cent), provincial city statistical districts (45.6–57.6 per cent) or inner and outer provincial areas (50.0–58.6 per cent)
- 26.3–44.7 per cent for remote and very remote areas (table 4A.99).

Figure 4.43 **Proportion of year 6 students achieving at the proficient standard or above, scientific literacy[a, b, c]**



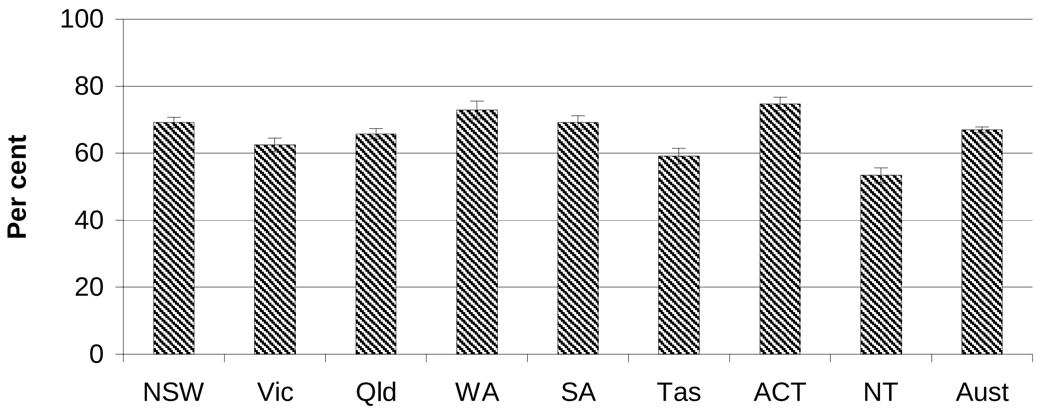
a Error bars represent the 95 per cent confidence intervals associated with each point estimate. **b** Minimum standards like the benchmarks in literacy and numeracy have not been set for scientific literacy. The standard for scientific literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) — a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard. **c** Data for 2003 have been rescaled to 2006, and are directly comparable with 2006 data.

Source: MCEETYA (2008e) *National Assessment Program — Science Literacy Year 6 Report, 2006*; table 4A.98.

Scientific literacy was a domain tested in the PISA 2006 survey. In PISA 2006 the proportion of 15 year old students who achieved at level 3 or above in scientific literacy was:

- 65.3–68.7 per cent for all Australian students (figure 4.42)
- 64.1–68.9 per cent for male students, no different to 65.5–69.5 per cent for female students
- 28.7–39.9 per cent for Indigenous students, 34.9–60.7 per cent for geographically remote students and 48.5–53.1 per cent for students from low socioeconomic status families (table 4A.114).

Figure 4.44 **Proportion of 15 year old students achieving level 3 or above, overall scientific literacy scale, 2006[a, b]**



a Error bars represent the 95 per cent confidence intervals associated with each point estimate. **b** The PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. Level 3 or above can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Source: ACER (unpublished); table 4A.113.

Civics and citizenship performance

'Civics and citizenship performance' is an indicator of governments' objective that students be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life (box 4.14).

Box 4.14 Civics and citizenship performance

‘Civics and citizenship performance’ is defined as the percentage of students that achieve at or above the proficient standard on the civics and citizenship scale in a triennial assessment. This is the proportion of sampled year 6 and year 10 students that achieve at or above the proficient standard in civic knowledge and understanding, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation.

The proficient standard for performance in civics and citizenship is set at proficiency level 2 for year 6, and at level 3 for year 10 (of levels 1 to 5) (MCEETYA 2006b). This is a challenging but reasonable level of performance where to be regarded as having reached the proficient standard, students need to demonstrate more than the minimal or elementary skills expected of a student at that year level (PMRT unpublished).

A high proportion of students achieving at or above the applicable proficient standard in civics and citizenship performance is desirable.

Data for this indicator are comparable.

The National Assessment Program — Civics and Citizenship, Years 6 and 10 assessment measures the civics and citizenship performance of a sample of students and is conducted triennially (MCEETYA 2006b). It was conducted for the first time in 2004 and again in 2007. Results from the 2004 national civics and citizenship sample assessment were discussed in detail in the 2007 Report (SCRGSP 2007a, pages 3.56–59), with data reproduced in tables 4A.101–103 of the 2009 Report. Results from the 2007 national civics and citizenship sample assessment were not available in time for inclusion in this Report, and will be included in the 2010 Report.

Information and communication technologies literacy performance

‘Information and communication technologies literacy performance’ is an indicator of governments’ objective that, when students leave school, they should be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society (box 4.15).

Box 4.15 **Information and communication technologies literacy performance**

'Information and communication technologies (ICT) literacy performance' is defined as the percentage of students that achieve at or above the proficient standard on the ICT literacy scale in a triennial national assessment. This is the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in ICT literacy, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation.

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

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

Data for this indicator are comparable.

The proficient standard for ICT literacy differs from the literacy and numeracy benchmark standards where the focus is on identifying the minimum skill and knowledge requirements students would be expected to demonstrate to progress to the next level of schooling (MCEETYA 2006b).

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

The National Assessment Program—Information and Communication Technologies (ICT) Years 6 and 10 assessment measures the ICT literacy of a sample of students and was conducted for the first time in 2005, and will be conducted triennially. The sample was drawn from all states and territories and both government and non-government schools participated. In 2005, 3746 year 6 students and 3627 year 10 students from 264 primary and 253 secondary schools across states and territories, participated in the national ICT assessment (MCEETYA 2008a).

Years 6 and 10 ICT literacy performance 2005 results are reported as a proportion of Australian students from the sampled students (years 6 and 10 enrolled in participating schools) who achieved at the proficient standard or above. Nationally, the proportion of participating students who achieved at the proficient standard or above in ICT literacy performance was 45.6–51.6 per cent for year 6 students and 58.1–64.3 per cent for year 10 students (table 4A.104). National data on 2005 ICT literacy performance by geolocation and equity group are contained in the attachment tables to this Report (tables 4A.105-106).

Other outcomes

Vocational education and training (VET) in schools attainment

'VET in schools attainment' is an indicator of governments' objective to provide vocational education and training in schools to assist all young people to secure their own futures by enhancing their transition to a broad range of post-school options and pathways. It is an indicator of students' achievement of VET competency as part of their senior secondary schools (box 4.16).

Box 4.16 **VET in schools attainment**

'VET in schools attainment' (VET in schools attainment rate) is defined as the number of school students enrolled in a senior secondary school certificate in a calendar year who have completed at least one VET unit of competency/module as a proportion of all school students undertaking a senior secondary school certificate in that year.

Holding other factors constant, a higher or increasing VET in schools attainment rate suggests greater access to, and/or better preparation for, a range of post-school pathways.

Care needs to be taken in interpreting this indicator as it may be influenced by a number of factors which differ across states and territories, such as:

- definition of VET in schools
- senior secondary certificate requirements
- access to VET in schools prior to year 11
- number of VET in schools options and pathways available to students, particularly those in rural and remote areas.

Data for this indicator are not directly comparable.

Data for 2005 were included in detail in this chapter in the 2008 Report (and are contained in attachment tables 4A.131–133 for the 2009 Report). Updated data were not available for the 2009 Report.

Completion

'Completion' is an indicator of governments' objectives that all students have access to high quality education and training to year 12 or equivalent, that provides clear and recognised pathways to further education, training and employment (box 4.17).

Box 4.17 **Completion**

'Completion' (completion rate) is defined as the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population. The estimated potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five. The completion rate is reported by socioeconomic status, geolocation and sex.

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

The criteria for obtaining a year 12 or equivalent certificate vary across jurisdictions. The aggregation of all postcode locations into three socioeconomic status categories — high, medium and low deciles — means there may be significant variation within the categories. Low deciles, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.

Data reported for this indicator are not directly comparable.

Completion rates are primarily used as indicators of trends and are used, in part, because information on participation and retention rates is generally not available by socioeconomic background or geographic location. Comparisons across jurisdictions are not recommended and need to be made with care, for the following reasons:

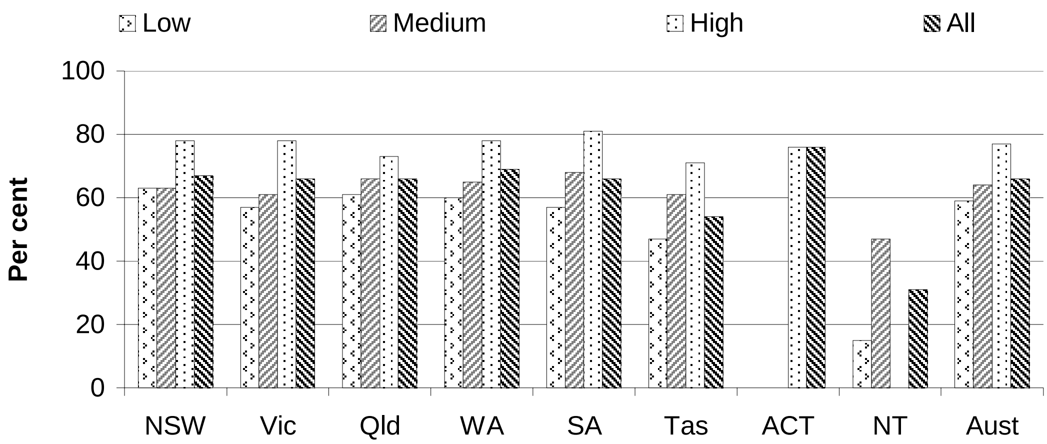
- assessment, reporting and requirements for obtaining year 12 certificates or equivalent vary across states and territories — for example, from moderated school-based assessment to a mix including external and internal assessment, and from completion of a pattern of study to a prescribed level of attainment
- inaccuracies arise from using both home postal address and school location address in compiling completion rates data
- small changes in population or completions can affect the estimates of completion rates, particularly for smaller states and territories
- students completing their secondary education in TAFE institutes are included in reporting for some jurisdictions and not in others, and the proportion of these students also varies across jurisdictions.

Nationally, the year 12 completion rate for all students was 66 per cent in 2007. The completion rate for male students was 60 per cent compared with 73 per cent for females (table 4A.128).

Socioeconomic status is determined according to the ABS Index of Disadvantage on the basis of postcode of students' home addresses. Low socioeconomic status is the average of the three lowest deciles, medium socioeconomic status is the average of the four medium deciles and high socioeconomic status is the average of the three highest deciles.

Nationally, year 12 completion rates for students from low (59 per cent) and medium socioeconomic backgrounds (64 per cent) were 18 percentage points and 13 percentage points respectively below those for students from a high (77 per cent) socioeconomic background in 2007 (figure 4.45). Completion rates were higher for female students than for male students in all socioeconomic categories (table 4A.128).

Figure 4.45 **Completion rates, year 12, by socioeconomic status, 2007 (per cent)[a, b, c, d, e]**



a Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five. **b** The ABS Index of Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses. **c** Low socioeconomic status is the average of the three lowest deciles, medium socioeconomic status is the average of the four middle deciles and high socioeconomic status is the average of the three highest deciles. **d** A common total for socioeconomic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications. **e** The populations for the low and medium socioeconomic status deciles in the ACT and the high socioeconomic status deciles in the NT are not published due to small numbers.

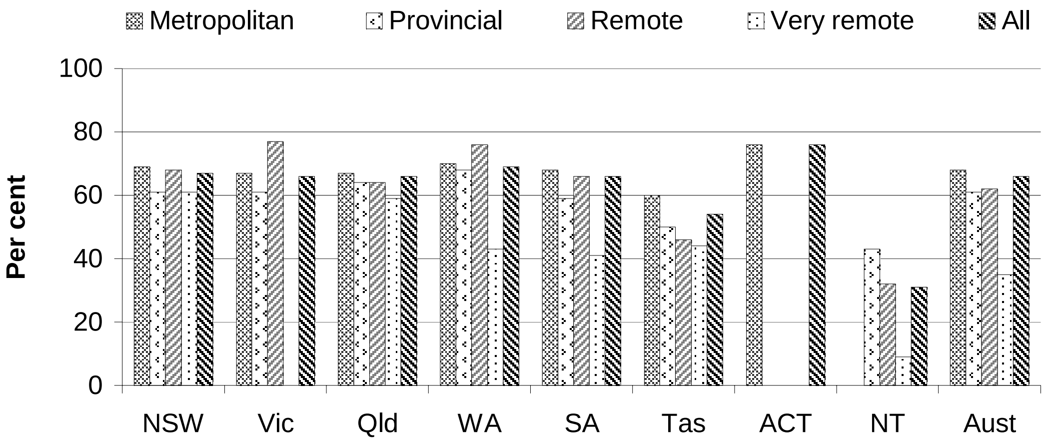
Source: DEEWR (unpublished); table 4A.128.

Geographic isolation is determined using the agreed MCEETYA Geographic Location Classification.

Nationally, the completion rate was higher in the metropolitan zone (68 per cent) than in all areas (66 per cent). The completion rate was lower in the provincial zone (61 per cent), remote areas (62 per cent) and very remote areas (35 per cent), than for all areas (figure 4.46).

Gender differences are also evident with completion rates higher for females for all localities. In the metropolitan zone, the female completion rate was 74 per cent compared with 63 per cent for males. In the remote zone, the female completion rate was 75 per cent compared with 51 per cent for males (table 4A.129). Time series data on national completion rates are shown in tables 4A.128-129.

Figure 4.46 **Completion rates, year 12, by geolocation, 2007 (per cent)[a, b, c, d, e]**



a Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five. **b** Definitions are based on the agreed MCEETYA Geographic Location Classification. **c** The ACT is included in the metropolitan zone. **d** Darwin is included in the provincial zone. **e** There are no very remote areas in Victoria and the ACT.

Source: DEEWR (unpublished); table 4A.129.

Destination

'Destination' is an indicator of governments' objective of ensuring that school leavers make successful transitions from school and continue to improve their skills through further post-school education, training and/or employment. It is an indicator of students' post-school transitions into education, training and employment (box 4.18).

Box 4.18 **Destination**

'Destination' (school leaver destination rate) is defined as the estimated number of school students who left school in a given year and who, in May the following year, were participating in post-school education, training or full time employment, as a percentage of the estimated number of all school leavers in that given year. It is reported by highest level of schooling completed (year 12 or year 11 and below).

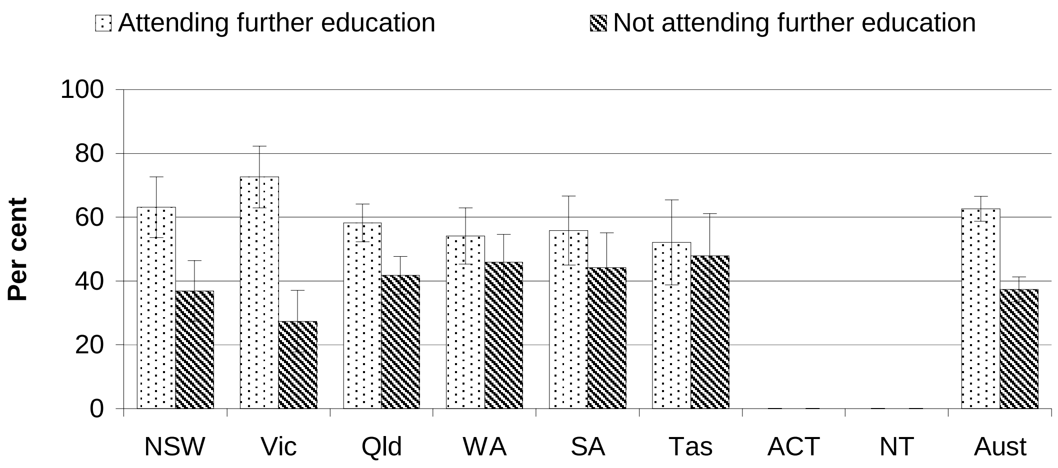
Holding other factors constant, a higher or increasing estimated proportion of school leavers participating in further education, training or full time employment is likely to result in improved educational and employment outcomes in the longer term.

The data reported for this indicator relate to the jurisdiction in which the young person was resident the year after they left school and not necessarily the jurisdiction in which they attended school. The small number of young people included in this sample survey also means that disaggregation of destination estimates by jurisdiction can be unreliable, particularly for the smaller states and territories.

Data for this indicator are not directly comparable.

School leaver destination data disaggregated by jurisdiction need to be used with caution, especially for the smaller jurisdictions, due to the large confidence intervals associated with these survey data. Nationally, in 2007, 62.6 per cent of year 12 school leavers were enrolled in further study, with 41.4 per cent attending higher education and 21.2 per cent attending TAFE courses or other study (figure 4.47, table 4A.130). For year 11 and below school leavers, 38.0 per cent were attending further education, almost all in TAFE or other study (table 4A.130). Data on the employment status of school leavers are available in table 4A.130.

Figure 4.47 **Destination of year 12 students, 2007**[a, b, c, d, e]



a Data are for year 12 students who left school in 2006. **b** Error bars represent the 95 per cent confidence interval associated with each point estimate. **c** The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed. **d** 'Not attending' includes people in full time employment and 'other', which includes part time workers, unemployed people and people not in the labour force. **e** The NT estimates and the ACT estimate for 'Not attending further education' have relative standard errors greater than 50 per cent, therefore these jurisdictions are not included in this figure as the estimates are considered too unreliable for general use.

Source: ABS (unpublished) derived from *Education and Work, Australia, May 2007*, Cat. No. 6227.0; table 4A.130.

Of the 37.4 per cent of year 12 school leavers who were not attending further education, 17.3 per cent were employed full time and 20.2 per cent were either employed part time, unemployed or not in the labour force (table 4A.130). Detailed information relating to year 12, year 11 and below and all school leavers across jurisdictions is in table 4A.130.

The Early childhood, education and training preface of this Report includes 2007 destination data of 2006 year 12 and year 11 and below school leavers at the national level, and examines the proportions of male and female students attending other educational institutions in 2007 after leaving school in the previous year (table BA.8).

The school leaver destination survey results reported in box 4.19 are from five jurisdictions' state/territory-specific surveys, using different research methods and data collection instruments. The individual jurisdictional surveys were developed for various purposes, such as to assist with operational, strategic and planning functions, as distinct from being designed for comparative national reporting. These data are presented as supplementary information to the national ABS data, providing some context, until nationally comparable data become available (box 4.19).

Box 4.19 **School leaver destination survey results**

Victoria

In Victoria, a survey of post-school destinations (*On Track*) has been conducted annually since 2003. Consenting year 12 or equivalent completers and early leavers (from years 10, 11 and 12) from all Victorian schools participate in a telephone survey early in the year after they leave school.

The 2008 *On Track* Survey contacted 33 250 (68.0 per cent) of the eligible 2007 year 12 or equivalent cohort from both government and non-government schools as well as TAFE and ACE providers. Of these students, 71.7 per cent were in further education and training (43.9 per cent were enrolled at university, 18.0 per cent were TAFE enrolled and 9.8 per cent had taken up apprenticeships or traineeships). Of the 28.3 per cent who were not in further education and training, 14.4 per cent were in full or part time employment, 11.0 per cent had deferred a tertiary place and 2.9 per cent were looking for work.

Queensland

The annual Queensland *Next Step* destination survey, first conducted in 2005, targets all students who completed year 12 in government and non-government schools.

Responses are predominately collected by computer-assisted telephone interview, between March and May in the year after completion of year 12.

In its fourth year, the 2008 *Next Step* survey collected responses from 33 568 year 12 graduates (80.1 per cent) from 425 schools. The results showed that 60.6 per cent of respondents continued in some recognised form of education or training in the year after they left school. The most likely destination was university studies (34.4 per cent), followed by VET (26.2 per cent) which includes apprenticeships (9.5 per cent) and traineeships (5.4 per cent). Four in ten year 12 completers (39.4 per cent) did not enter post-school education or training, but were either employed (32.1 per cent), seeking work (5.8 per cent) or neither studying nor in the labour force (1.5 per cent).

WA

The WA *School Leaver Destinations* survey has been conducted annually since 1996. This telephone survey is designed to collect destinations data from public school year 12 completers. The 2008 collection resulted in destinations being obtained for 7983 (88.2 per cent) of the 9048 eligible year 12 public school students.

(Continued on next page)

Box 4.19 **(Continued)**

The majority of the 4562 students (57.1 per cent) were in either education or training, with 2461 (30.8 per cent) being enrolled in university studies, 1299 (16.3 per cent) in TAFE studies and 684 (8.6 per cent) having taken up either an apprenticeship or a traineeship. The remainder were either repeating year 12 studies or engaged in other training, with 1628 (20.4 per cent) being engaged in full time employment and 863 (10.8 per cent) in part time employment, 365 (4.6 per cent) looking for a work or a study opportunity, 330 (4.1 per cent) neither working nor seeking work and 235 (2.9 per cent) declining to participate.

ACT

In the ACT an annual telephone-based survey is conducted of government and non-government school students who successfully completed year 12 in the ACT, which identifies the destinations and satisfaction responses of these students. The survey is conducted during the middle of the year following completion of their studies.

Latest available data from the survey show that 93 per cent of all students were employed or studying in 2007, and that overall 95 per cent were satisfied with their college experience. The survey found that Language Other Than English (LOTE) students were more likely to be studying than non-LOTE students, with almost eight in 10 doing so in 2007. Students who undertook a VET course at school were more likely to be employed (87 per cent) compared to 78 per cent of students who did not undertake a VET course. Of those students that were studying, the majority (60.0 per cent) reported that they were studying at a Bachelor level or higher, 14.4 per cent at Certificate III level, 9.0 per cent at Diploma or Associate Diploma level, 6.4 per cent at Certificate IV level, 4.8 per cent at Advanced Diploma or Associate Degree level, and 4.6 per cent at other lower levels.

NT

A school destination survey was trialled in a sample of NT schools in 2006 and a full study, *Down the Track* was undertaken in 2007. No survey was conducted in 2008. Destination patterns observed in 2006 and 2007 from these studies are likely to be similar in 2008. This pattern indicates that approximately 35 percent of students enrol in VET or university courses and the majority of these are full time students. Approximately 60 per cent are in paid employment and 11 percent are in the labour market.

Source: State and Territory governments (unpublished).

4.4 Future directions in performance reporting

Reform of specific purpose payments

In December 2007, COAG agreed to reform Specific Purpose Payments (SPPs). SPPs are financial agreements between the Australian Government and State and Territory governments involving a contribution by the Australian Government to the funding of services which are considered a joint Australian and State and Territory government responsibility. The *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004 (Cth)* for school education was such an SPP.

At its 29 November 2008 meeting, COAG agreed to six new National Agreements, five of which are associated with a National SPP. In the area of school education, there is a National Education Agreement associated with the schools SPP (COAG 2008b). Under the reforms, the National Education Agreement contains the objectives, outcomes, outputs and performance indicators for school education. The performance of governments in achieving these mutually agreed outcomes will be assessed by the COAG Reform Council (CRC). The Steering Committee has been requested by COAG to provide the SPP performance information to the CRC (COAG 2008a).

The National Agreements/SPPs will be supplemented by a range of National Partnerships (NPs): project, facilitation and reward agreements. Funding for NPs may be conditional on states and territories meeting agreed milestones and performance benchmarks.

The Steering Committee and the School Education Working Group will ensure that reporting in this chapter reflects the COAG priorities identified in the National Education Agreement, schools SPP and relevant NPs.

Participation, retention and completion rates

The year 12 completion rate included in this Report is not affected by whether or not students are part time or complete year 12 in TAFE, as these young people are included in this measure. The 14–19 year old school participation rates include part time students for the first time in this Report. However, the traditional year 7/8 to year 12 apparent retention rate, which is also reported in this Report, is based on full time school students only. This measure is under examination, and supplementary participation measures are reported in the Early childhood, education and training preface of this Report.

Nationally comparable reporting of learning outcomes

Enhanced literacy and numeracy measures

In July 2003, the MCEETYA agreed to improve the comparability and diagnostic potential of national literacy and numeracy data through the development of common national tests. A new national testing regime was successfully trialled in 2006.

Prior to 2008, students had undertaken different tests in each State and Territory. The first National Assessment Program—Literacy and Numeracy (NAPLAN) tests were conducted in May 2008 for all years 3, 5, 7 and 9 students in government and non-government schools. For the first time, all students in the same year level were assessed on the same test items in the domains of reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

The NAPLAN reports the full range of student achievement against a common scale and uses a common set of tests to resolve the technical difficulties associated with equating previous State and Territory based tests. In addition, the concept of national minimum standards in the NAPLAN defined by particular National Achievement Bands replaces the previous concept of single-point National Benchmarks for each domain. For year 3, Band 2 is the national minimum standard, for year 5, Band 4 is the national minimum standard, for year 7, Band 5 is the national minimum standard and for year 9, Band 6 is the national minimum standard. Therefore, results from the NAPLAN are not directly comparable with national results from the tests conducted in previous years.

The *National Summary Report* was released on 12 September 2008 (MCEETYA 2008d). Results from a second report with more detailed information (including disaggregation by Indigenous status and geolocation) will be included in the 2010 Report.

VET in schools

Participation and attainment data for VET in schools were collected annually in 2005 and 2006 and were originally anticipated for publication in the 2007 Report. Although data for 2005 are included in this Report, there are still a number of issues affecting consistency and comparability that require resolution.

During the period 2006–2008 a range of persistent, complex issues around quality and national consistency and comparability of VET in schools data have been considered. These issues continue to prevent meaningful reporting against the existing VET in schools participation and attainment performance measures, and updated data were not available in time for inclusion in the 2009 Report.

Nationally consistent definitions

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

Student background information collected from parents through the enrolment process using the agreed data collection specifications and methodology is linked to student assessment results from full cohort literacy and numeracy testing, and to the results of sample assessments in science literacy, civics and citizenship, and information and communication technology literacy.

A definition of students with disabilities for nationally comparable reporting on students' outcomes has not yet been developed. However, all jurisdictions have agreed to report on their policies and practices for maximising the participation of students with disabilities in the national literacy and numeracy assessments.

Other areas to be identified

Additional indicators may be added to the school education performance indicator framework as further developments occur.

4.5 Jurisdiction comments

This section provides comments from each jurisdiction on the services covered in this chapter. Appendix A contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (such as Indigenous and ethnic status).

Australian Government comments

“ Education is key to the Australian Government’s agenda to support increasing participation and productivity and secure Australia’s prosperity into the future. The Council of Australian Governments (COAG), through its Productivity Agenda Working Group, has nominated schooling as one of the priorities for reform. As such, the Australian and State and Territory governments are working collaboratively across a number of key areas in schooling. These include the development of a world-class national curriculum and the establishment of the Australian Curriculum, Assessment and Reporting Authority, to bring together for the first time, the functions of curriculum, assessment and reporting at the national level.

The Australian Government is committed to redressing the educational disadvantage of Indigenous Australians and is working through COAG on improving key outcomes. Its major Indigenous education initiative is the *Indigenous Education Program* which is targeted to areas of greatest need including regional and remote Australia where there are significant gaps in educational outcomes between Indigenous and non-Indigenous Australians.

Beginning in 2008, the Digital Education Revolution is a $1.2 billion investment over five years that aims to contribute sustainable and meaningful change to teaching and learning in Australian schools by preparing students for further education, training and work in a digital world.

The Australian Government supported the implementation of national literacy and numeracy testing in 2008 by funding approximately 75 per cent of the development costs of the national reading, writing, language conventions and numeracy tests. The Australian Government has also made a significant financial contribution to support schools and teachers in improving the literacy and numeracy skills of educationally disadvantaged students through the Literacy, Numeracy and Special Learning Needs Programme (LNSLN). An estimated $2.0 billion was provided over the four years from 2005 to 2008.

The Trade Training Centres in Schools Program will provide $2.5 billion over 10 years with the aim of increasing the proportion of students achieving year 12 or an equivalent qualification and helping to address skill shortages in traditional trades and emerging industries.

The Australian Government is committed to increasing the number of Australian students becoming proficient at learning the languages and understanding the cultures of our main Asian neighbours — China, Indonesia, Japan and Korea. The National Asian Languages and Studies in Schools Program will provide $62.4 million over 2008-09 to 2010-11 to support this commitment.

The Australian Government continues supporting initiatives to ensure children receive quality teaching at school. The Australian Government Quality Teacher Program improves the professional standing of school teachers and school leaders, through the State/Territory component of the Program and assistance to Teaching Australia - the Australian Institute for Teaching and School Leadership. ”

New South Wales Government comments

"The New South Wales State Plan provides the overall direction for further improvement and is a major influence on the NSW Department of Education and Training's priorities. The NSW Education and Training budget for 2008-09 will reach $11.8 billion. Priorities include:

- increasing levels of attainment for all students, including increasing the number of students exceeding the national benchmarks in literacy and numeracy
- more students completing year 12 or recognised vocational training
- closing the performance gap between Aboriginal students and all students, at schools and at TAFE.

The results of the first national literacy and numeracy tests confirm that NSW students are among the best in Australia, achieving among the top three performing jurisdictions in reading and numeracy at every year level tested. Across all year levels, both the proportion of NSW students performing at or above the national minimum standard and the proportion of students who achieved in the top two bands were above the national average.

NSW is addressing the performance gap between Aboriginal students and all students. $65 million dollars has been allocated over four years to improve the academic achievements of Aboriginal students. Following a major review of Aboriginal Education, a number of initiatives are being implemented, including personalised learning plans for Aboriginal students, with 15 669 having been developed and implemented for Aboriginal students. Personalised Learning Plans emphasise the process to build partnerships beyond the school to support learning achievements and enhance the well being of individual students.

NSW has a number of strategies to increase year 12 attainment. One of these is the *Connected Classrooms Program* which has a total investment of $158 million over four years. It has three components:

- The *Interactive Classroom Project*, at a cost of $66.0 million, will equip every New South Wales public school with an interactive whiteboard, data projector, control computer, network device and video conferencing components.
- The *Learning Tools Project*, costing $29.0 million, will upgrade students' email, individual online working space for all students and teachers and online access to student reports for parents.
- The *Network Bandwidth Enhancement Project*, at a cost of $63.0 million for network upgrades, will increase bandwidth speed and secure browsing and content filtering to better enable interactive learning environments."

Victorian Government comments

“ The Victorian Government seeks to ensure that Victoria’s education services strive to meet the needs of families and young people. The Department’s vision is that ‘every young Victorian thrives, learns and grows to enjoy a productive, rewarding and fulfilling life, while contributing to their local and global communities’.

The *Blueprint for Education and Early Childhood Development* was released in September 2008 and outlines a birth to adulthood integrated reform agenda to improve performance and promote excellence in Victoria’s schools. The Blueprint provides a framework for building the skills of the education workforce to enhance the teaching and learning relationship and the capacity of school leaders.

The Government has made a significant investment in its education workforce. During 2008, more than 1600 participants engaged in 19 statewide leadership professional learning programs, *Learning to Lead Effective Schools*, provided for principals and teachers within government schools. In 2008, the Organisation for Economic Cooperation and Development (OECD) recognised that the Victorian government school system is positioned to become an international authority on system-wide improvement and leadership development.

During 2007-08, 400 schools engaged in self-evaluation, external review and planning to support the development of their school’s four year strategic plan. A total of 1413 schools have now been accredited as schools with a Performance and Development Culture to date.

The Victorian Government recognises the significant impact that school design has on innovative teaching and student outcomes. A total of $1.9 billion is being invested to rebuild, renovate or extend 500 schools by 2011, with 131 school building projects receiving funding in 2007-08. Every Victorian government school will be rebuilt, renovated or extended by 2016-17.

The Government’s continued investment in education is paying dividends for young Victorians. In 2008, Victorian students at years 3, 5, 7 and 9 achieved significantly higher results than the Australian average in reading, writing, grammar, punctuation, spelling and numeracy. More than 95 per cent of year 3 students were at or above the national minimum standard in reading, writing and numeracy, and more than 93 per cent of year 5 students achieved or exceeded the national minimum standard.

The Department has developed a new education strategy for Koorie students: *Wannik, Learning Together — Journey to Our Future*. The strategy aims to promote strong leadership, create a culture of high expectations and individualised learning for Koorie students. The Department provided regions with additional funding for projects targeted at improving Koorie students’ literacy and numeracy, attendance and parent engagement. ”

Queensland Government comments

“Queensland continued reforms to schooling and early childhood education across a wide range of areas in 2008. In September, the Queensland Government announced *Toward Q2: Tomorrow's Queensland*, an ambitious plan to address key challenges by 2020. For education the 2020 targets are:

- All children will have access to a quality early childhood education so they are ready for school.
- Three out of four Queenslanders will hold trade, training or tertiary qualifications.

A range of initiatives is underway that will contribute to achieving these targets.

The first full intake of Preparatory (Prep) year students across Queensland occurred in 2008 with total Prep year enrolments at state schools estimated at 38 000. Ninety seven per cent of eligible Queensland children are now attending a full time preparatory year before school.

To build on the success of the introduction of the Prep year, $300 million was committed to a major expansion of early childhood education and care to provide 240 additional kindergarten (pre-Prep) services across Queensland by 2014. To meet the needs of Indigenous children, a further $24.4 million is being invested over two years for the pre-Prep early learning program in 35 Indigenous communities.

Queensland is continuing to expand educational facilities to meet ongoing population and enrolment growth. To meet this demand, four new state schools are being constructed in South East Queensland, and an additional $150 million was committed to deliver new and renewed state school learning facilities, resources and technologies through the *State Schools of Tomorrow* initiative.

Queensland backed its commitment to improve learning outcomes by introducing *Literacy the Key to Learning: Framework for Action* to provide up to 15 hours of intensive literacy support for upper primary students requiring extra assistance in state, Catholic and independent schools.

The *Believe Achieve Succeed* initiative was introduced to improve educational and life outcomes for the state's most disadvantaged students. The strategy will ensure education is the focal point for supporting all students; promote high standards of achievement for all students, in all schools; actively encourage and support school leaders and communities to implement solutions to local barriers affecting student learning and achievement; and facilitate flexible responses for staffing, education and family support services.

A new senior schooling qualification the Queensland Certificate of Education (QCE) will be issued to students for the first time in December 2008 recognising a wider range of learning options such as results from TAFE, university subjects and other courses to be recorded towards a student's outcome.”

Western Australian Government comments

“ The WA Government continues to respond to challenges arising from changes in society and the education environment. Economic and population growth have resulted in increased pressure on the public school education system. The Department of Education and Training’s strategies to meet these challenges are being shaped by the community’s expectations of standards with respect to literacy and numeracy, pathways for senior students, and the quality and conduct of staff (particularly in relation to the care of students).

From the beginning of 2008, students must remain in full time education until the end of the year in which they turn 17 years, or participate in meaningful and flexible programs to suit their learning needs and interests. These include full time or part time schooling, vocational education and training, apprenticeships or traineeships, employment, full time home education or combinations of these. There are early indications of a marked increase in school retention rates. Overall retention in full time schooling from year 8 to 12 increased to a high of 71.6 per cent, and for Aboriginal students the rate increased to 40.4 per cent — considerably higher than the average for the previous five years of 28.5 per cent.

The focus on improving literacy and numeracy continued. In 2007, the *Getting it Right* strategy cost some $17 million to operate. It funded 200 specialist teacher full time equivalent (FTE) staff to support classroom teachers, enabling 190 literacy and 178 numeracy teachers to work in 381 primary and 34 district high schools. A further 26 FTE staff were allocated to secondary schools with 11 numeracy and 30 literacy teachers working in 37 schools.

WA is committed to improving the educational outcomes of Aboriginal students. In addition to ongoing strategies targeting literacy and numeracy, programs to support increased participation and achievement for Aboriginal students continue. In 2007, the Follow the Dream strategy supported 527 students in 58 schools across years 6 to 12 to achieve academic excellence. There was also a focus on enhancing the involvement of Aboriginal parents and caregivers, and in 2007 a trial was conducted in six schools to support the development of formal school-community partnerships, one of the priorities of the *Australian Directions in Indigenous Education 2005–2008* national policy.

In 2007, DET completed the development of an Early Childhood (K-3) Syllabus, Middle Childhood (4–7) Syllabus and syllabuses for each learning area in early adolescence (8–10). A comprehensive range of classroom-ready resources was made available on the K-10 Syllabus website to support teachers in their use of the syllabuses and provide practical support in their planning of learning, teaching and assessment programs.

Implementation of a Community Service Program for year 10 students began. Students undertake 20 hours service over year 10–12 as a requirement of the Western Australian Certificate of Education. Approximately 17 000 students were involved in the program during 2007. ”

South Australian Government comments

“ The Government of South Australia, through the work of the Department of Education and Children’s Services, is committed to making it possible for every child and student in South Australia to reach the highest possible level of their learning and well being.

South Australia has started legislation reform of education and children’s services. The aim of this reform is to support the stronger integration of services for children and families. Development of draft South Australian legislation will be undertaken in concert with the national regulatory reforms being developed under the Council of Australian Governments' (COAG) Productivity Agenda.

Also developed as part of this process was the *Education (Compulsory Education Age) Act 2007*, which will require 16 year olds to be in education or training until they turn 17 years of age or achieve a qualification. This will include young people enrolled in a Government, Catholic or Independent school. The new law reflects research which indicates that young people who leave school too early are often unemployed by their 20’s and then find it difficult to find work and careers of their choice. These changes will come into effect on 1 January 2009.

South Australia’s Strategic Plan includes a target that aims to increase yearly the proportion of 15–19 year olds who achieve the South Australian Certificate of Education or equivalent senior secondary qualification. To help meet this target, the government is investing $54.5 million to reform the current certificate, and as a first step in 2007-08 it has trained 7500 secondary school teachers in a program to prepare them for the introduction of the changes.

In addition to achieving their South Australian Certificate of Education, young people will also be able to work towards a nationally accredited and industry recognised Certificate II, III, IV, Diploma or Advanced Diploma. Across the state, 10 Trade Schools for the Future and 20 Apprenticeship Brokers are facilitating this. The initiative is part of a $98 million package that is a partnership between Government, schools, TAFE and other vocational education providers, and employers.

The State Government has implemented three schemes to reduce class sizes and to improve literacy and numeracy outcomes in the early years of schooling, from Reception to year 3. The schemes have led to the implementation of 271 additional junior primary school teacher full time equivalents (FTEs) in disadvantaged schools, and 99 additional year 3 teacher FTEs to specifically reduce year 3 class sizes by up to eight students in the most disadvantaged schools, and by a minimum of four students in other schools. ”

Tasmanian Government comments

“The Department’s direction has centred on achieving the Tasmanian Government’s priorities for education, training and information services.

Tasmania’s future depends on information, knowledge, and connected and kind communities that embrace lifelong learning. We strive to provide quality learning opportunities for all Tasmanians at every stage of their life. To achieve this, we focus on four strategic priorities:

- ensuring all children in their early years have every opportunity to arrive at school as a learner
- improving the literacy and numeracy performance of our students
- lifting the retention of our students to year 12 or equivalent and skilling Tasmanians to meet the needs of enterprise and industry
- building a knowledge-based society and forging stronger links between information and community.

In 2007-08 we developed the *Tasmania Tomorrow* strategy, ready for implementation in 2009. Improving retention rates through this approach will have direct economic and social benefits for the state. Tasmanian industry and business have worked alongside us to ensure that employees of the future have the skills and qualification to underpin profitability and productivity.

One of the key initiatives from the 2008-09 State Budget is the *Raising the Bar and Closing the Gap* initiative to improve literacy and numeracy. This funding will enable targeted support to significantly increase the number of children finishing primary school with functional literacy and numeracy skills.

A record Capital Investment Program (CIP) totalling $162.9 million over four years has been funded in the 2008-09 State Budget. The four-year CIP now provides funding for 35 works projects for schools, as well as funding towards the establishment of four new Learning and Information Network Centres (LINCs).

The 2008-09 Budget also provides increased funding to important initiatives including:

- Launching into Learning
- early years recognition of child care qualifications
- improved resources for students with high and additional needs
- literacy and numeracy strategies
- reducing class sizes from years 2 to 7
- musical instruments initiative.”

Australian Capital Territory Government comments

“ The ACT Government has developed and implemented new models of schooling for preschool to year 6 and preschool to year 10 that promote a seamless transition to the compulsory years of schooling. From the start of the 2008 school year, all public preschools were amalgamated with a primary school, the primary principal taking on an administrative role for the preschool. Currently, free access is provided to 12 hours per week of early childhood education for all age-eligible ACT children.

A significant program of construction occurred during 2008 including the extensive refurbishment of four existing schools to create four new early childhood schools scheduled to open in 2009, and design commenced for a new P-10 school for north Tuggeranong to open in 2011. A new secondary college in Gungahlin is planned to form a precinct with community and town centre links and will offer a comprehensive program of academic and non-academic programs.

The new ACT curriculum framework, *Every Chance to Learn* was implemented across the ACT at the start of the 2008 school year covering the compulsory years of schooling (kindergarten to year 10). A three year strategy plans to introduce the Quality Teaching Model in all ACT schools.

The ACT College Business Plan 2007–2009 was developed from the 2007 review of the public secondary college system. ACT College principals meet monthly to review progress.

The Indigenous Student Aspirations program, will link all year 11 and 12 Indigenous students with a mentor to support completion of their year 12 studies; and higher achieving year 6 and 10 Indigenous students will be supported and mentored in their transition to high school and college.

The ANU Secondary College program, launched in 2006 as a joint initiative of the Australian National University (ANU) and the ACT Government, produced its first year 12 graduates from the program at the end of 2007. Of the 70 students who completed the courses, 68 were offered an early place at the ANU. The ANU will complete its evaluation of the program in the next reporting period.

The ACT Government continued its strong commitment to vocational education and training programs in ACT public high schools and colleges and introduced new initiatives following a review undertaken by the Department in 2006. This led to improved efficiencies and processes in the administration of Australian School Based Apprenticeships (ASBA) in 2007 and ASBA programs at the Certificate III level were expanded, and targeted opportunities for Indigenous students.

The ACT Government continued several surveys initiated over the past few years, including a survey on post-school destinations and satisfaction of ACT college graduates. A review of the survey program was undertaken to identify strategic developments for forthcoming years. ”

Northern Territory Government comments

" The Northern Territory remains committed to providing all Northern Territory students with equity of access to quality education from early childhood through to higher education and training. Improvements in literacy, numeracy and attendance continue to be a priority.

Implementation of *Closing the Gap of Indigenous Disadvantage: A Generational Plan of Action* was continued in 2008 following its release in August 2007. Aimed at improving the education outcomes for disadvantaged Indigenous Territorians over five years, 2008 initiatives included:

- commencement of the *Six Point Plan to Improve School Attendance*
- 10 additional teachers in remote schools
- 26 permanent part time and full time Indigenous assistant teachers employed in 23 remote schools
- 15 new classrooms in remote schools.

The Australian Government's Northern Territory Emergency Response and the change of government at the federal level resulted in major policy and funding reforms in relation to education and training. Developments included the introduction of a model to support schools to train staff and implement transferable literacy programs, and 12 new classrooms in remote schools.

Final implementation of the Middle Years of schooling occurred when approximately 2100 year 7 students joined year 8 and 9 students. $48 million was spent on Middle Years infrastructure projects during 2006–2008.

The *Transforming Indigenous Education* statement was delivered in April 2008. Outlining five key measures to lift the low educational achievements of Indigenous Territorians, this will support the effort already being made under the *Closing the Gap* reforms.

Schools took part in the first round of testing under the National Assessment Program Literacy and Numeracy (NAPLAN). Results of this testing will inform key performance measures for the Department.

In August 2008, the department underwent a restructure and became the Department of Education and Training. This included the establishment of the Early Childhood Services Division which brought in the children's services from the Department of Health and Community Services.

Eight remote communities have completed or are in the process of finalising Remote Learning Partnership agreements, aimed at addressing improvements in employment, education and training outcomes for Indigenous Territorians.

Implementation of the first phase of the Accountability and Performance Improvement Framework has assisted schools to evaluate the effectiveness of services and be more effective and accountable in planning and reporting. "

4.6 Definitions of key terms and indicators

Apparent retention rates

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

Full time equivalent student

The FTE of a full time student is 1.0. The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student.

Full time student

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

Geographic classification

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

A. Metropolitan zone

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

B. Provincial zone (non-remote)

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

C. Remote zone

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

Government recurrent expenditure per full

Total government recurrent expenditure divided by the total number of FTE students. Expenditure is based on the National School Statistics Collection (MCEETYA unpublished), with adjustments for notional

time equivalent student	UCC charges and payroll tax. Notional UCC is included for all jurisdictions and payroll tax estimates are included for those jurisdictions not subject to it (WA and the ACT). Expenditure figures are in financial years and student numbers are in calendar years, so the total number of students is taken as the average of the two years spanned by the calendar year. When calculating the 2005-06 average expenditure per student, for example, the total expenditure figure is at 2005-06 but the total student number figure is the average of student numbers from 2005 and 2006.
Indigenous student	A student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions.
In-school costs	Costs relating directly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as in-school if they usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. In-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to in-school staff.
Language background other than English (LBOTE) student	A status that is determined by administrative processes that vary across jurisdictions.
Out-of-school costs	Costs relating indirectly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as out-of-school if they do not usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. Out-of-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to out-of-school staff.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction
Participation rate	The number of full time and part time school students of a particular age (as at 1 July), expressed as a proportion of the estimated resident population of the same age (as at 30 June).
Potential year 12 population	An estimate of a single-year age group that could have participated in year 12 that year, defined as the estimated resident population aged 15–19 years, divided by 5.
Real expenditure	Nominal expenditure adjusted for changes in prices, using the GDP price deflator and expressed in terms of final year prices.
Science literacy	Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.
Socioeconomic status	As per footnotes to table 4A.128, which provide definitions specific to that table. Elsewhere in the Report, socioeconomic status data are presented that are not fully comparable across jurisdictions because administrative processes for determining socioeconomic status vary across jurisdictions.
Source of income	In this chapter, income from either the Australian Government or State

	and Territory governments. Australian Government expenditure is derived from specific purpose payments (current and capital) for schools. This funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Australian Government funding.
Student-to-staff ratios	The number of FTE students per FTE teaching and non-teaching staff. Students at special schools are allocated to primary and secondary (see below). The FTE of staff includes those who are generally active in schools and ancillary education establishments.
Student	A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.
Student, primary	A student in primary education, which covers pre-year 1 to year 6 in NSW, Victoria, Tasmania and the ACT, pre-year 1 to year 7 in WA, SA and the NT, and year 1 to year 7 in Queensland.
Student, secondary	A student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania and the ACT, and at year 8 in Queensland, SA, WA and the NT.
Students with a disability	Students included in the annual system reports to DEEWR. The definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions.
Teacher	Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students. They support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who may spend the majority of their time in contact with students but are not engaged to impart the school curriculum).
Ungraded student	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.

4.7 Attachment tables

Attachment tables are identified in references throughout this chapter by an '4A' suffix (for example, table 4A.3). Attachment tables are provided on the CD-ROM enclosed with the Report and on the Review website (www.pc.gov.au/gsp). Users without access to the CD-ROM or the website can contact the Secretariat to obtain the attachment tables (see contact details on the inside front cover of the Report).

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4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.6 of the chapter. Data in this Report are examined by the School Education Working Group, but have not been formally audited by the Secretariat. Unsourced information was obtained from the Australian, State and Territory governments.

This file is available in Adobe PDF format on the Review web page (www.pc.gov.au/gsp). Users without Internet access can contact the Secretariat to obtain these tables (details on the inside front cover of the Report).

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Table 4A.1 Government schools: students, staff and school numbers (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
2003										
Students										
Primary — full time	no.	444 854	316 475	285 876	149 869	110 217	35 975	20 301	20 146	1 383 713
Primary — part time	no.	–	449	750	–	24	7	96	31	1 357
Primary — FTE of part time students	no.	–	223	291	–	13	3	35	21	586
Primary — FTE total	no.	444 854	316 698	286 167	149 869	110 230	35 978	20 336	20 167	1 384 299
Secondary — full time	no.	305 026	218 875	159 149	80 439	57 633	25 182	16 294	8 321	870 919
Secondary — part time	no.	2 647	3 093	3 786	2 583	6 623	2 578	48	888	22 246
Secondary — FTE of part time students	no.	1 305	1 574	1 328	595	3 145	1 409	19	374	9 750
Secondary — FTE total	no.	306 331	220 449	160 477	81 034	60 778	26 591	16 313	8 695	880 669
Primary and secondary — full time total	no.	749 880	535 350	445 025	230 308	167 850	61 157	36 595	28 467	2 254 632
Primary and secondary — FTE total	no.	751 185	537 147	446 644	230 903	171 008	62 569	36 650	28 862	2 264 967
Staff (c)										
Primary	no.	33 027	24 875	25 366	13 351	9 386	3 099	1 729	2 120	112 953
Secondary	no.	30 367	22 688	16 822	8 790	6 345	2 624	1 684	1 048	90 368
Total active in schools	no.	63 394	47 563	42 188	22 141	15 731	5 723	3 413	3 168	203 321
Not active in schools	no.	1 873	1 298	1 743	1 221	1 045	383	293	413	8 267
Schools										
Primary	no.	1 650	1 222	970	517	437	142	66	88	5 092
Secondary	no.	367	261	180	97	74	39	22	11	1 051
Combined (d)	no.	65	54	86	94	78	25	3	46	451
Special	no.	104	78	47	70	20	8	4	5	336
Total	**no.**	**2 186**	**1 615**	**1 283**	**778**	**609**	**214**	**95**	**150**	**6 930**
Schools										
Primary	%	75.5	75.7	75.6	66.5	71.8	66.4	69.5	58.7	73.5
Secondary	%	16.8	16.2	14.0	12.5	12.2	18.2	23.2	7.3	15.2

Table 4A.1 Government schools: students, staff and school numbers (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Combined (d)	%	3.0	3.3	6.7	12.1	12.8	11.7	3.2	30.7	6.5
Special	%	4.8	4.8	3.7	9.0	3.3	3.7	4.2	3.3	4.8
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2004										
Students										
Primary — full time	no.	440 309	316 143	287 406	150 222	108 786	35 918	19 788	19 801	1 378 373
Primary — part time	no.	–	442	800	–	26	4	109	33	1 414
Primary — FTE of part time students	no.	–	224	301	–	16	2	46	14	603
Primary — FTE total	no.	440 309	316 367	287 707	150 222	108 802	35 920	19 834	19 815	1 378 976
Secondary — full time	no.	303 920	220 073	161 400	79 544	57 080	25 069	16 033	8 534	871 653
Secondary — part time	no.	2 441	3 106	3 764	2 925	6 818	2 260	25	1 043	22 382
Secondary — FTE of part time students	no.	1 279	1 531	1 369	590	3 197	1 215	16	422	9 618
Secondary — FTE total	no.	305 199	221 604	162 769	80 134	60 277	26 284	16 049	8 956	881 271
Primary and secondary — full time total	no.	744 229	536 216	448 806	229 766	165 866	60 987	35 821	28 335	2 250 026
Primary and secondary — FTE total	no.	745 508	537 971	450 475	230 356	169 079	62 204	35 883	28 771	2 260 247
Staff (c)										
Primary	no.	33 474	25 004	25 568	14 155	9 315	3 130	1 805	2 120	114 569
Secondary	no.	30 516	22 909	16 979	9 126	6 630	2 660	1 689	1 098	91 606
Total active in schools	no.	63 990	47 913	42 546	23 281	15 945	5 790	3 494	3 218	206 175
Not active in schools	no.	1 713	1 143	1 748	1 281	1 059	414	336	467	8 161
Schools										
Primary	no.	1 652	1 221	969	511	438	142	67	82	5 082
Secondary	no.	368	262	183	98	74	39	22	11	1 057
Combined (d)	no.	66	55	85	na	na	na	na	52	459
Special	no.	106	80	47	na	na	na	na	5	340
Total	**no.**	**2 192**	**1 618**	**1 284**	**609**	**512**	**181**	**89**	**150**	**6 938**

Table 4A.1 Government schools: students, staff and school numbers (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Schools										
Primary	%	75.4	75.5	75.5	83.9	85.5	78.5	75.3	54.7	73.2
Secondary	%	16.8	16.2	14.3	16.1	14.5	21.5	24.7	7.3	15.2
Combined (d)	%	3.0	3.4	6.6	na	na	na	na	34.7	6.6
Special	%	4.8	4.9	3.7	na	na	na	na	3.3	4.9
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2005										
Students										
Primary — full time	no.	436 551	314 753	287 245	149 610	107 573	35 333	19 393	19 926	1 370 384
Primary — part time	no.	–	464	887	–	38	7	101	32	1 529
Primary — FTE of part time students	no.	–	228	344	–	18	4	38	12	644
Primary — FTE total	no.	436 551	314 981	287 589	149 610	107 591	35 337	19 431	19 938	1 371 028
Secondary — full time	no.	303 888	221 882	163 719	79 207	57 141	25 272	15 966	8 628	875 703
Secondary — part time	no.	2 404	2 898	3 836	2 824	6 435	1 870	36	1 084	21 387
Secondary — FTE of part time students	no.	1 139	1 398	1 347	608	2 917	1 007	18	452	8 887
Secondary — FTE total	no.	305 027	223 280	165 066	79 815	60 058	26 279	15 984	9 080	884 590
Primary and secondary — full time total	no.	740 439	536 635	450 964	228 817	164 714	60 605	35 359	28 554	2 246 087
Primary and secondary — FTE total	no.	741 578	538 261	452 654	229 425	167 649	61 617	35 415	29 018	2 255 618
Staff (c)										
Primary	no.	34 020	25 292	25 731	14 100	9 371	3 104	1 811	2 125	115 555
Secondary	no.	30 722	23 349	17 034	8 964	6 612	2 745	1 705	1 089	92 220
Total active in schools	no.	64 742	48 641	42 765	23 064	15 984	5 849	3 516	3 214	207 775
Not active in schools	no.	1 883	1 246	1 786	1 599	1 115	447	342	471	8 889
Schools										
Primary	no.	1 653	1 218	964	509	435	141	66	82	5 068
Secondary	no.	370	260	180	99	74	39	22	11	1 055

Table 4A.1 **Government schools: students, staff and school numbers (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Combined (b) (d)	no.	65	57	89	na	na	na	na	na	468
Special (b)	no.	106	78	47	na	na	na	na	na	338
Total	**no.**	**2 194**	**1 613**	**1 280**	**777**	**605**	**213**	**96**	**93**	**6 929**
Schools										
Primary	%	75.3	75.5	75.3	65.5	71.9	66.2	68.8	88.2	73.1
Secondary	%	16.9	16.1	14.1	12.7	12.2	18.3	22.9	11.8	15.2
Combined (b) (d)	%	3.0	3.5	7.0	na	na	na	na	na	6.8
Special (b)	%	4.8	4.8	3.7	na	na	na	na	na	4.9
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2006										
Students										
Primary — full time	no.	434 366	312 771	288 408	149 968	106 818	34 839	19 183	19 906	1 366 259
Primary — part time	no.	–	400	955	–	26	5	94	34	1 514
Primary — FTE of part time students	no.	–	196	372	–	13	2	27	14	623
Primary — FTE total	no.	434 366	312 967	288 780	149 968	106 831	34 841	19 210	19 920	1 366 883
Secondary — full time	no.	304 941	223 346	166 667	80 325	57 030	25 168	15 893	8 600	881 970
Secondary — part time	no.	2 425	2 802	3 635	2 492	6 630	1 762	8	1 109	20 863
Secondary — FTE of part time students	no.	1 108	1 333	1 293	566	2 961	967	5	443	8 675
Secondary — FTE total	no.	306 049	224 679	167 960	80 891	59 991	26 135	15 898	9 043	890 645
Primary and secondary — full time total	no.	739 307	536 117	455 075	230 293	163 848	60 007	35 076	28 506	2 248 229
Primary and secondary — FTE total	no.	740 415	537 646	456 739	230 859	166 822	60 977	35 108	28 963	2 257 528
Staff (c)										
Primary	no.	35 548	25 564	25 947	13 972	9 633	3 179	1 817	2 147	117 806
Secondary	no.	31 346	23 864	17 400	8 995	6 621	2 766	1 691	1 133	93 816
Total active in schools	no.	66 894	49 428	43 347	22 967	16 254	5 945	3 508	3 280	211 621
Not active in schools	no.	1 847	1 273	1 916	1 572	1 071	443	341	448	8 911

Table 4A.1 **Government schools: students, staff and school numbers (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Schools										
Primary	no.	1 644	1 211	961	504	434	140	66	83	5 043
Secondary	no.	370	263	181	98	73	39	21	11	1 056
Combined (b) (d)	no.	67	53	89	99	77	26	4	52	467
Special (b)	no.	106	78	47	70	20	6	4	5	336
Combined and special (b) (d)	no.	173	131	136	169	97	32	8	57	804
Total	**no.**	**2 187**	**1 605**	**1 278**	**771**	**604**	**211**	**95**	**151**	**6 903**
Schools										
Primary	%	75.2	75.5	75.2	65.4	71.9	66.4	69.5	55.0	73.1
Secondary	%	16.9	16.4	14.2	12.7	12.1	18.5	22.1	7.3	15.3
Combined (b) (d)	%	3.1	3.3	7.0	12.8	12.7	12.3	4.2	34.4	6.8
Special (b)	%	4.8	4.9	3.7	9.1	3.3	2.8	4.2	3.3	4.9
Combined and special (b) (d)	%	7.9	8.2	10.6	21.9	16.1	15.2	8.4	37.7	11.6
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2007										
Students										
Primary — full time	no.	431 618	311 503	308 698	150 227	106 384	33 883	18 841	20 403	1 381 557
Primary — part time	no.	–	313	2 477	–	23	6	47	42	2 908
Primary — FTE of part time students	no.	–	157	783	–	12	3	22	20	997
Primary — FTE total	no.	431 618	311 660	309 481	150 227	106 396	33 886	18 863	20 423	1 382 554
Secondary — full time	no.	306 019	224 380	170 185	79 384	57 520	25 043	15 776	8 513	886 820
Secondary — part time	no.	2 243	2 292	3 226	2 315	6 716	1 620	3	743	19 158
Secondary — FTE of part time students	no.	999	1 103	1 163	578	2 980	936	1	301	8 061
Secondary — FTE total	no.	307 018	225 483	171 348	79 962	60 500	25 979	15 777	8 814	894 881
Primary and secondary — full time total	no.	737 637	535 883	478 883	229 611	163 904	58 926	34 617	28 916	2 268 377
Primary and secondary — FTE total	no.	738 636	537 142	480 829	230 189	166 896	59 865	34 640	29 237	2 277 435

Table 4A.1 **Government schools: students, staff and school numbers (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Staff (c)										
Primary	no.	35 634	25 918	27 923	14 918	9 710	3 161	1 797	2 231	121 289
Secondary	no.	31 389	24 382	17 816	9 660	6 586	2 792	1 638	1 130	95 392
Total active in schools	no.	67 022	50 300	45 739	24 578	16 296	5 953	3 435	3 360	216 682
Not active in schools	no.	1 904	1 245	2 139	1 872	1 132	375	285	337	9 288
Schools										
Primary	no.	1 643	1 204	936	510	433	140	59	84	5 009
Secondary	no.	369	258	176	98	72	39	20	11	1 043
Combined (d)	no.	66	55	91	92	77	26	5	49	461
Special	no.	112	76	47	69	20	5	4	5	338
Combined and special (d)	no.	178	131	138	161	97	31	9	54	799
Total	**no.**	**2 190**	**1 593**	**1 250**	**769**	**602**	**210**	**88**	**149**	**6 851**
Schools										
Primary	%	75.0	75.6	74.9	66.3	71.9	66.7	67.0	56.4	73.1
Secondary	%	16.8	16.2	14.1	12.7	12.0	18.6	22.7	7.4	15.2
Combined (d)	%	3.0	3.5	7.3	12.0	12.8	12.4	5.7	32.9	6.7
Special	%	5.1	4.8	3.8	9.0	3.3	2.4	4.5	3.4	4.9
Combined and special (d)	%	8.1	8.2	11.0	20.9	16.1	14.8	10.2	36.2	11.7
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.

(b) Data for combined and special schools in WA, SA, Tasmania and the ACT are not published separately for 2004 and 2005 due to the small number of schools in those categories. Australia totals are correct for both the combined and special school categories.

(c) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.

Table 4A.1 Government schools: students, staff and school numbers (a)

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

(d) Combined schools include both primary and secondary students.

na Not available. – Nil or rounded to zero.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS 2006, *Schools Australia 2005,* Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS 2008, Schools Australia 2007, Cat. no. 4221.0; ABS (unpublished) Schools Australia (various years).

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
2003										
Students										
Primary – full time	no.	181 529	139 029	95 530	54 824	47 727	10 305	11 413	5 100	545 457
Primary – part time	no.	184	271	165	476	73	23	111	16	1 319
Primary – FTE of part time students	no.	125	165	84	337	46	14	69	13	853
Primary – FTE total	no.	181 654	139 194	95 614	55 161	47 773	10 319	11 482	5 113	546 310
Secondary – full time	no.	175 927	144 724	89 216	48 918	33 238	10 914	12 158	3 436	518 531
Secondary – part time	no.	232	179	59	24	389	16	23	14	936
Secondary – FTE of part time students	no.	136	95	31	11	233	7	12	8	532
Secondary – FTE total	no.	176 063	144 819	89 247	48 929	33 471	10 921	12 170	3 444	519 063
Primary and secondary — full time total	no.	357 456	283 753	184 746	103 742	80 965	21 219	23 571	8 536	1 063 988
Primary and secondary — FTE total	no.	357 716	284 013	184 861	104 090	81 244	21 240	23 653	8 557	1 065 374
Staff (c)										
Primary	no.	13 254	10 937	8 312	4 938	3 597	842	785	441	43 105
Secondary	no.	19 286	16 780	10 301	5 543	3 822	1 242	1 283	527	58 783
Total active in schools	no.	32 540	27 717	18 612	10 481	7 419	2 084	2 067	968	101 889
Not active in schools	no.	848	415	449	174	132	32	46	32	2 127
Schools										
Primary	no.	517	446	243	154	116	31	26	17	1 550
Secondary	no.	148	103	80	39	22	7	6	8	413
Combined (d)	no.	209	131	119	91	59	28	10	8	655
Special	no.	32	17	3	2	3	1	1	–	59
Total	**no.**	**906**	**697**	**445**	**286**	**200**	**67**	**43**	**33**	**2 677**
Schools										
Primary	%	57.1	64.0	54.6	53.8	58.0	46.3	60.5	51.5	57.9
Secondary	%	16.3	14.8	18.0	13.6	11.0	10.4	14.0	24.2	15.4

Table 4A.2 Non-government schools: students, staff and school numbers (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Combined (d)	%	23.1	18.8	26.7	31.8	29.5	41.8	23.3	24.2	24.5
Special	%	3.5	2.4	0.7	0.7	1.5	1.5	2.3	–	2.2
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2004										
Students										
Primary — full time	no.	183 670	139 279	98 738	55 855	48 664	10 491	11 607	5 114	553 418
Primary — part time	no.	190	249	165	523	79	19	101	15	1 341
Primary — FTE of part time students	no.	135	145	78	358	48	10	66	13	853
Primary — FTE total	no.	183 805	139 424	98 816	56 213	48 712	10 501	11 673	5 127	554 271
Secondary — full time	no.	179 150	146 805	91 411	50 445	33 992	11 086	12 352	3 581	528 822
Secondary — part time	no.	243	170	83	29	430	10	23	11	999
Secondary — FTE of part time students	no.	136	81	43	15	264	4	7	6	555
Secondary — FTE total	no.	179 286	146 886	91 454	50 460	34 256	11 090	12 359	3 587	529 377
Primary and secondary — full time total		362 820	286 084	190 149	106 300	82 656	21 577	23 959	8 695	1 082 240
Primary and secondary — FTE total	no.	363 090	286 310	190 270	106 673	82 968	21 591	24 032	8 714	1 083 648
Staff (c)										
Primary	no.	13 643	11 086	8 661	5 112	3 744	879	814	443	44 382
Secondary	no.	19 788	17 402	10 684	5 765	3 959	1 263	1 318	558	60 737
Total active in schools	no.	33 430	28 488	19 346	10 877	7 704	2 141	2 132	1 001	105 119
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	514	437	244	152	114	29	26	17	1 533
Secondary	no.	143	101	82	37	20	7	5	7	402
Combined (d)	no.	216	135	120	na	na	na	na	11	683
Special	no.	32	17	3	na	na	na	na	–	59
Total	**no.**	**905**	**690**	**449**	**189**	**134**	**36**	**31**	**35**	**2 677**

Table 4A.2 Non-government schools: students, staff and school numbers (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Schools										
Primary	%	56.8	63.3	54.3	80.4	85.1	80.6	83.9	48.6	57.3
Secondary	%	15.8	14.6	18.3	19.6	14.9	19.4	16.1	20.0	15.0
Combined (d)	%	23.9	19.6	26.7	na	na	na	na	31.4	25.5
Special	%	3.5	2.5	0.7	na	na	na	na	–	2.2
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2005										
Students										
Primary — full time	no.	185 342	139 702	102 284	57 278	49 708	10 655	11 694	5 122	561 785
Primary — part time	no.	165	314	149	415	59	18	114	9	1 243
Primary — FTE of part time students	no.	117	185	61	281	32	12	73	7	768
Primary — FTE total	no.	185 459	139 887	102 345	57 559	49 740	10 667	11 767	5 129	562 553
Secondary — full time	no.	181 905	149 610	94 006	52 205	35 003	11 244	12 597	3 697	540 267
Secondary — part time	no.	189	148	78	15	421	7	44	12	914
Secondary — FTE of part time students	no.	112	86	35	9	259	3	17	6	526
Secondary — FTE total	no.	182 017	149 696	94 041	52 214	35 262	11 247	12 614	3 703	540 793
Primary and secondary — full time total	no.	367 247	289 312	196 290	109 483	84 711	21 899	24 291	8 819	1 102 052
Primary and secondary — FTE total	no.	367 476	289 584	196 386	109 773	85 002	21 915	24 381	8 832	1 103 345
Staff (c)										
Primary	no.	14 086	11 507	9 293	5 388	3 974	908	846	491	46 492
Secondary	no.	20 371	17 933	11 091	6 049	4 101	1 303	1 320	580	62 747
Total active in schools	no.	34 457	29 439	20 383	11 438	8 074	2 211	2 166	1 070	109 239
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	510	435	242	154	112	29	27	17	1 526
Secondary	no.	152	102	82	39	20	7	5	6	413

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Combined (b) (d)	no.	218	138	127	na	na	na	na	na	696
Special (b)	no.	32	17	3	na	na	na	na	na	59
Total	**no.**	**912**	**692**	**454**	**291**	**200**	**66**	**44**	**23**	**2 694**
Schools										
Primary	%	55.9	62.9	53.3	52.9	56.0	43.9	61.4	73.9	56.6
Secondary	%	16.7	14.7	18.1	13.4	10.0	10.6	11.4	26.1	15.3
Combined (b) (d)	%	23.9	19.9	28.0	na	na	na	na	na	25.8
Special (b)	%	3.5	2.5	0.7	na	na	na	na	na	2.2
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2006										
Students										
Primary — full time	no.	185 840	140 968	105 926	59 105	50 043	10 914	11 775	5 288	569 859
Primary — part time	no.	157	301	121	392	56	12	100	17	1 156
Primary — FTE of part time students	no.	123	176	55	259	34	6	65	11	728
Primary — FTE total	no.	185 963	141 144	105 981	59 364	50 077	10 920	11 840	5 299	570 587
Secondary — full time	no.	183 800	152 750	96 115	53 244	36 035	11 533	12 685	3 786	549 948
Secondary — part time	no.	221	156	99	10	452	12	31	16	997
Secondary — FTE of part time students	no.	139	87	50	5	285	6	12	10	593
Secondary — FTE total	no.	183 939	152 837	96 165	53 249	36 320	11 539	12 697	3 796	550 541
Primary and secondary — full time total	no.	369 640	293 718	202 041	112 349	86 078	22 447	24 460	9 074	1 119 807
Primary and secondary — FTE total	no.	369 902	293 981	202 145	112 613	86 397	22 459	24 537	9 095	1 121 128
Staff (c)										
Primary	no.	14 333	11 589	9 823	5 489	4 066	919	846	486	47 547
Secondary	no.	20 755	18 477	11 430	6 257	4 281	1 358	1 354	567	64 480
Total active in schools	no.	35 088	30 066	21 253	11 746	8 347	2 277	2 200	1 053	112 027
Not active in schools	no.	927	438	573	186	153	42	46	39	2 405

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Schools										
Primary	no.	508	431	239	153	112	29	27	17	1 516
Secondary	no.	152	105	85	40	21	8	5	6	422
Combined (b) (d)	no.	220	141	134	101	65	29	11	12	713
Special (b)	no.	32	17	3	2	3	1	1	–	59
Combined and special (b) (d)	no.	252	158	137	103	68	30	12	12	772
Total	**no.**	**912**	**694**	**461**	**296**	**201**	**67**	**44**	**35**	**2 710**
Schools										2 710
Primary	%	55.7	62.1	51.8	51.7	55.7	43.3	61.4	48.6	55.9
Secondary	%	16.7	15.1	18.4	13.5	10.4	11.9	11.4	17.1	15.6
Combined (b) (d)	%	24.1	20.3	29.1	34.1	32.3	43.3	25.0	34.3	26.3
Special (b)	%	3.5	2.4	0.7	0.7	1.5	1.5	2.3	–	2.2
Combined and special (b) (d)	%	27.6	22.8	29.7	34.8	33.8	44.8	27.3	34.3	28.5
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2007										
Students										
Primary — full time	no.	186 776	142 008	119 376	60 348	50 734	11 123	11 952	5 429	587 746
Primary — part time	no.	140	310	212	399	44	15	83	3	1 206
Primary — FTE of part time students	no.	102	166	113	264	28	9	54	1	736
Primary — FTE total	no.	186 878	142 174	119 489	60 612	50 762	11 132	12 006	5 430	588 482
Secondary — full time	no.	184 790	155 962	99 644	54 629	36 811	11 810	12 828	3 926	560 400
Secondary — part time	no.	240	223	119	9	529	7	36	68	1 231
Secondary — FTE of part time students	no.	154	121	58	3	325	4	17	17	698
Secondary — FTE total	no.	184 944	156 083	99 702	54 632	37 136	11 814	12 845	3 943	561 098
Primary and secondary — full time total	no.	371 566	297 970	219 020	114 977	87 545	22 933	24 780	9 355	1 148 146
Primary and secondary — FTE total	no.	371 822	298 257	219 191	115 243	87 897	22 946	24 851	9 373	1 149 581

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Staff (c)										
Primary	no.	14 501	12 203	10 195	5 571	4 216	962	864	541	49 052
Secondary	no.	21 041	19 333	12 076	6 497	4 474	1 405	1 389	607	66 823
Total active in schools	no.	35 542	31 536	22 270	12 068	8 690	2 368	2 253	1 149	115 875
Not active in schools	no.	897	457	676	197	164	44	47	43	2 523
Schools										
Primary	no.	507	433	237	153	109	29	26	14	1 508
Secondary	no.	162	112	84	42	23	7	6	7	443
Combined (d)	no.	221	149	142	103	66	30	12	15	738
Special	no.	27	5	2	1	3	1	–	–	39
Combined and special (d)	no.	248	154	144	104	69	31	12	15	777
Total	**no.**	**917**	**699**	**465**	**299**	**201**	**67**	**44**	**36**	**2 728**
Schools										
Primary	%	55.3	61.9	51.0	51.2	54.2	43.3	59.1	38.9	55.3
Secondary	%	17.7	16.0	18.1	14.0	11.4	10.4	13.6	19.4	16.2
Combined (d)	%	24.1	21.3	30.5	34.4	32.8	44.8	27.3	41.7	27.1
Special	%	2.9	0.7	0.4	0.3	1.5	1.5	–	–	1.4
Combined and special (d)	%	27.0	22.0	31.0	34.8	34.3	46.3	27.3	41.7	28.5
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.

(b) Data for combined and special schools in WA, SA, Tasmania and the ACT are not published separately in 2004 and 2005 due to the small number of schools in those categories. Australia totals are correct for both the combined and special school categories.

(c) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.

Table 4A.2 Non-government schools: students, staff and school numbers (a)

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

(d) Combined schools include both primary and secondary students.

na Not available. – Nil or rounded to zero.

Source : ABS 2004, *Schools Australia 2003* , Cat. no. 4221.0; ABS 2005, *Schools Australia 2004* , Cat. no. 4221.0; ABS 2006, *Schools Australia 2005* , Cat. no. 4221.0; ABS 2007, *Schools Australia 2006* , Cat. no. 4221.0; ABS 2008, Schools Australia 2007, Cat. no. 4221.0; ABS (Unpublished) Schools Australia (various years).

Table 4A.3 All schools: students, staff and school numbers (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
2003										
Students										
Primary – full time	no.	626 383	455 504	381 406	204 693	157 944	46 280	31 714	25 246	1 929 170
Primary – part time	no.	184	720	915	476	97	30	207	47	2 676
Primary – FTE of part time students	no.	125	388	375	337	59	17	104	34	1 439
Primary – FTE total	no.	626 508	455 892	381 781	205 030	158 003	46 297	31 818	25 280	1 930 609
Secondary – full time	no.	480 953	363 599	248 365	129 357	90 871	36 096	28 452	11 757	1 389 450
Secondary – part time	no.	2 879	3 272	3 845	2 607	7 012	2 594	71	902	23 182
Secondary – FTE of part time students	no.	1 441	1 669	1 359	606	3 378	1 416	32	382	10 282
Secondary – FTE total	no.	482 394	365 268	249 724	129 963	94 249	37 512	28 484	12 139	1 399 732
Primary and secondary — full time total	no.	1 107 336	819 103	629 771	334 050	248 815	82 376	60 166	37 003	3 318 620
Primary and secondary — FTE total	no.	1 108 902	821 160	631 505	334 993	252 252	83 809	60 302	37 419	3 330 341
Staff (c)										
Primary	no.	46 281	35 812	33 678	18 289	12 983	3 941	2 514	2 561	156 059
Secondary	no.	49 653	39 468	27 123	14 333	10 167	3 866	2 967	1 575	149 151
Total active in schools	no.	95 934	75 280	60 801	32 622	23 150	7 807	5 481	4 136	305 210
Not active in schools	no.	2 721	1 713	2 192	1 395	1 177	415	339	445	10 394
Schools										
Primary	no.	2 167	1 668	1 213	671	553	173	92	105	6 642
Secondary	no.	515	364	260	136	96	46	28	19	1 464
Combined (d)	no.	274	185	205	185	137	53	13	54	1 106
Special	no.	136	95	50	72	23	9	5	5	395
Total	**no.**	**3 092**	**2 312**	**1 728**	**1 064**	**809**	**281**	**138**	**183**	**9 607**
Schools										
Primary	%	70.1	72.1	70.2	63.1	68.4	61.6	66.7	57.4	69.1
Secondary	%	16.7	15.7	15.0	12.8	11.9	16.4	20.3	10.4	15.2

Table 4A.3 **All schools: students, staff and school numbers (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Combined (d)	%	8.9	8.0	11.9	17.4	16.9	18.9	9.4	29.5	11.5
Special	%	4.4	4.1	2.9	6.8	2.8	3.2	3.6	2.7	4.1
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2004										
Students										
Primary — full time	no.	623 979	455 422	386 144	206 077	157 450	46 409	31 395	24 915	1 931 791
Primary — part time	no.	190	691	965	523	105	23	210	48	2 755
Primary — FTE of part time students	no.	135	369	378	358	64	12	112	27	1 455
Primary — FTE total	no.	624 114	455 791	386 522	206 435	157 514	46 421	31 507	24 942	1 933 246
Secondary — full time	no.	483 070	366 878	252 811	129 989	91 072	36 155	28 385	12 115	1 400 475
Secondary — part time	no.	2 684	3 276	3 847	2 954	7 248	2 270	48	1 054	23 381
Secondary — FTE of part time students	no.	1 414	1 612	1 412	605	3 461	1 219	22	428	10 173
Secondary — FTE total	no.	484 484	368 490	254 223	130 594	94 533	37 374	28 407	12 543	1 410 648
Primary and secondary — full time total	no.	1 107 049	822 300	638 955	336 066	248 522	82 564	59 780	37 030	3 332 266
Primary and secondary — FTE total	no.	1 108 598	824 281	640 745	337 029	252 047	83 795	59 914	37 485	3 343 894
Staff (c)										
Primary	no.	47 117	36 090	34 229	19 267	13 059	4 008	2 619	2 563	158 951
Secondary	no.	50 303	40 311	27 663	14 891	10 589	3 923	3 007	1 656	152 343
Total active in schools	no.	97 420	76 400	61 892	34 158	23 648	7 931	5 626	4 219	311 294
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	2 166	1 658	1 213	663	552	171	93	99	6 615
Secondary	no.	511	363	265	135	94	46	27	18	1 459
Combined (d)	no.	282	190	205	na	na	na	na	63	1 142
Special	no.	138	97	50	na	na	na	na	5	399
Total	**no.**	**3 097**	**2 308**	**1 733**	**798**	**646**	**217**	**120**	**185**	**9 615**

Table 4A.3 All schools: students, staff and school numbers (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Schools										
Primary	%	69.9	71.8	70.0	83.1	85.4	78.8	77.5	53.5	68.8
Secondary	%	16.5	15.7	15.3	16.9	14.6	21.2	22.5	9.7	15.2
Combined (d)	%	9.1	8.2	11.8	na	na	na	na	34.1	11.9
Special	%	4.5	4.2	2.9	na	na	na	na	2.7	4.1
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2005										
Students										
Primary — full time	no.	621 893	454 455	389 529	206 888	157 281	45 988	31 087	25 048	1 932 169
Primary — part time	no.	165	778	1 036	415	97	25	215	41	2 772
Primary — FTE of part time students	no.	117	413	405	281	50	17	111	19	1 411
Primary — FTE total	no.	622 010	454 868	389 934	207 169	157 331	46 005	31 198	25 067	1 933 580
Secondary — full time	no.	485 793	371 492	257 725	131 412	92 144	36 516	28 563	12 325	1 415 970
Secondary — part time	no.	2 593	3 046	3 914	2 839	6 856	1 877	80	1 096	22 301
Secondary — FTE of part time students	no.	1 251	1 485	1 382	617	3 175	1 011	34	458	9 412
Secondary — FTE total	no.	487 044	372 977	259 107	132 029	95 319	37 527	28 597	12 783	1 425 382
Primary and secondary — full time total	no.	1 107 686	825 947	647 254	338 300	249 425	82 504	59 650	37 373	3 348 139
Primary and secondary — FTE total	no.	1 109 054	827 844	649 040	339 198	252 650	83 531	59 795	37 850	3 358 962
Staff (c)										
Primary	no.	48 107	36 799	35 024	19 489	13 345	4 012	2 657	2 615	162 047
Secondary	no.	51 093	41 282	28 125	15 013	10 713	4 048	3 026	1 668	154 966
Total active in schools	no.	99 200	78 081	63 149	34 502	24 058	8 060	5 682	4 284	317 014
Not active in schools	no.	na	na	na	na	na	na	na	na	na
Schools										
Primary	no.	2 163	1 653	1 206	663	547	170	93	99	6 594
Secondary	no.	522	362	262	138	94	46	27	17	1 468

Table 4A.3 **All schools: students, staff and school numbers (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Combined (b) (d)	no.	283	195	216	na	na	na	na	na	1 164
Special (b)	no.	138	95	50	na	na	na	na	na	397
Total	**no.**	**3 106**	**2 305**	**1 734**	**1 068**	**805**	**279**	**140**	**116**	**9 623**
Schools										
Primary	%	69.6	71.7	69.6	62.1	68.0	60.9	66.4	85.3	68.5
Secondary	%	16.8	15.7	15.1	12.9	11.7	16.5	19.3	14.7	15.3
Combined (b) (d)	%	9.1	8.5	12.5	na	na	na	na	na	12.1
Special (b)	%	4.4	4.1	2.9	na	na	na	na	na	4.1
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2006										
Students										
Primary — full time	no.	620 206	453 739	394 334	209 073	156 861	45 753	30 958	25 194	1 936 118
Primary — part time	no.	157	701	1 076	392	82	17	194	51	2 670
Primary — FTE of part time students	no.	123	372	426	259	47	9	92	25	1 351
Primary — FTE total	no.	620 329	454 111	394 760	209 332	156 908	45 762	31 050	25 219	1 937 469
Secondary — full time	no.	488 741	376 096	262 782	133 569	93 065	36 701	28 578	12 386	1 431 918
Secondary — part time	no.	2 646	2 958	3 734	2 502	7 082	1 774	39	1 125	21 860
Secondary — FTE of part time students	no.	1 247	1 420	1 342	570	3 246	973	17	453	9 268
Secondary — FTE total	no.	489 988	377 516	264 124	134 139	96 311	37 674	28 595	12 839	1 441 186
Primary and secondary — full time total	no.	1 108 947	829 835	657 116	342 642	249 926	82 454	59 536	37 580	3 368 036
Primary and secondary — FTE total	no.	1 110 317	831 627	658 884	343 471	253 219	83 436	59 645	38 058	3 378 655
Staff (c)										
Primary	no.	49 881	37 153	35 770	19 461	13 699	4 098	2 663	2 633	165 353
Secondary	no.	52 101	42 341	28 830	15 252	10 902	4 124	3 045	1 700	158 296
Total active in schools	no.	101 982	79 494	64 600	34 713	24 601	8 222	5 708	4 333	323 649
Not active in schools	no.	2 774	1 711	2 489	1 758	1 224	485	387	488	11 315

Table 4A.3 All schools: students, staff and school numbers (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Schools										
Primary	no.	2 152	1 642	1 200	657	546	169	93	100	6 559
Secondary	no.	522	368	266	138	94	47	26	17	1 478
Combined (b) (d)	no.	287	194	223	200	142	55	15	64	1 180
Special (b)	no.	138	95	50	72	23	7	5	5	395
Combined and special (b) (d)	no.	425	289	273	272	165	62	20	69	1 575
Total	**no.**	**3 099**	**2 299**	**1 739**	**1 067**	**805**	**278**	**139**	**186**	**9 612**
Schools										
Primary	%	69.4	71.4	69.0	61.6	67.8	60.8	66.9	53.8	68.2
Secondary	%	16.8	16.0	15.3	12.9	11.7	16.9	18.7	9.1	15.4
Combined (b) (d)	%	9.3	8.4	12.8	18.7	17.6	19.8	10.8	34.4	12.3
Special (b) (d)	%	4.5	4.1	2.9	6.7	2.9	2.5	3.6	2.7	4.1
Combined and special (b) (d)	%	13.7	12.6	15.7	25.5	20.5	22.3	14.4	37.1	16.4
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2007										
Students										
Primary — full time	no.	618 394	453 511	428 074	210 575	157 118	45 006	30 793	25 832	1 969 303
Primary — part time	no.	140	623	2 689	399	67	21	130	45	4 114
Primary — FTE of part time students	no.	102	322	896	264	40	13	76	21	1 734
Primary — FTE total	no.	618 496	453 833	428 970	210 839	157 158	45 019	30 869	25 853	1 971 037
Secondary — full time	no.	490 809	380 342	269 829	134 013	94 331	36 853	28 604	12 439	1 447 220
Secondary — part time	no.	2 483	2 515	3 345	2 324	7 245	1 627	39	811	20 389
Secondary — FTE of part time students	no.	1 152	1 224	1 221	581	3 305	940	18	318	8 759
Secondary — FTE total	no.	491 961	381 566	271 050	134 594	97 636	37 793	28 622	12 757	1 455 979
Primary and secondary — full time total	no.	1 109 203	833 853	697 903	344 588	251 449	81 859	59 397	38 271	3 416 523
Primary and secondary — FTE total	no.	1 110 458	835 399	700 020	345 432	254 793	82 812	59 492	38 610	3 427 016

Table 4A.3 All schools: students, staff and school numbers (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA* (b)	*SA* (b)	*Tas* (b)	*ACT* (b)	*NT*	*Aust*
Staff (c)										
Primary	no.	50 134	38 121	38 118	20 488	13 926	4 124	2 661	2 772	170 342
Secondary	no.	52 430	43 715	29 892	16 157	11 060	4 197	3 027	1 737	162 215
Total active in schools	no.	102 564	81 836	68 009	36 645	24 986	8 321	5 687	4 509	332 557
Not active in schools	no.	2 800	1 702	2 815	2 068	1 296	419	332	379	11 811
Schools										
Primary	no.	2 150	1 637	1 173	663	542	169	85	98	6 517
Secondary	no.	531	370	260	140	95	46	26	18	1 486
Combined (d)	no.	287	204	233	195	143	56	17	64	1 199
Special	no.	139	81	49	70	23	6	4	5	377
Combined and special (d)	no.	426	285	282	265	166	62	21	69	1 576
Total	**no.**	**3 107**	**2 292**	**1 715**	**1 068**	**803**	**277**	**132**	**185**	**9 579**
Schools										
Primary	%	69.2	71.4	68.4	62.1	67.5	61.0	64.4	53.0	68.0
Secondary	%	17.1	16.1	15.2	13.1	11.8	16.6	19.7	9.7	15.5
Combined (d)	%	9.2	8.9	13.6	18.3	17.8	20.2	12.9	34.6	12.5
Special	%	4.5	3.5	2.9	6.6	2.9	2.2	3.0	2.7	3.9
Combined and special (d)	%	13.7	12.4	16.4	24.8	20.7	22.4	15.9	37.3	16.5
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.

(b) Data for combined and special schools in WA, SA, Tasmania and the ACT are not published separately in 2004 and 2005 due to the small number of schools in those categories. Australia totals are correct for both the combined and special school categories.

(c) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.

Table 4A.3 All schools: students, staff and school numbers (a)

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

(d) Combined schools include both primary and secondary students.

na Not available.

Source : ABS 2004, *Schools Australia 2003* , Cat. no. 4221.0; ABS 2005, *Schools Australia 2004* , Cat. no. 4221.0; ABS 2006, *Schools Australia 2005* , Cat. no. 4221.0; ABS 2007, *Schools Australia 2006* , Cat. no. 4221.0; ABS 2008, Schools Australia 2007, Cat. no. 4221.0; ABS (unpublished) Schools Australia (various years).

Table 4A.4 All schools: students time series, by sex

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2003										
Students — male										
Primary — full time	no.	321 282	234 547	195 190	105 764	81 137	23 733	16 269	12 971	990 893
Primary — part time	no.	105	466	635	266	52	20	118	28	1 690
Primary — FTE of part time students	no.	68	240	264	187	31	11	57	20	876
Primary — FTE total	no.	321 350	234 787	195 454	105 951	81 168	23 744	16 326	12 991	991 769
Secondary — full time	no.	242 371	182 408	125 543	65 545	45 765	18 083	14 454	5 926	700 095
Secondary — part time	no.	1 156	1 303	1 577	853	2 706	842	38	422	8 897
Secondary — FTE of part time students	no.	635	648	616	215	1 378	449	16	175	4 133
Secondary — FTE total	no.	243 006	183 056	126 159	65 760	47 143	18 532	14 470	6 101	704 228
Primary and secondary — full time total	no.	563 653	416 955	320 733	171 309	126 902	41 816	30 723	18 897	1 690 988
Primary and secondary — FTE total	no.	564 356	417 843	321 613	171 711	128 311	42 276	30 796	19 092	1 695 997
Students — female										
Primary — full time	no.	305 101	220 957	186 216	98 929	76 807	22 547	15 445	12 275	938 277
Primary — part time	no.	79	254	280	210	45	10	89	19	986
Primary — FTE of part time students	no.	57	148	111	150	28	7	48	14	563
Primary — FTE total	no.	305 158	221 105	186 327	99 079	76 835	22 554	15 493	12 289	938 840
Secondary — full time	no.	238 582	181 191	122 822	63 812	45 106	18 013	13 998	5 831	689 355
Secondary — part time	no.	1 723	1 969	2 268	1 754	4 306	1 752	33	480	14 285
Secondary — FTE of part time students	no.	805	1 021	743	391	2 000	967	16	207	6 149
Secondary — FTE total	no.	239 387	182 212	123 565	64 203	47 106	18 980	14 014	6 038	695 504
Primary and secondary — full time total	no.	543 683	402 148	309 038	162 741	121 913	40 560	29 443	18 106	1 627 632
Primary and secondary — FTE total	no.	544 546	403 317	309 892	163 282	123 941	41 533	29 507	18 327	1 634 344
2004										
Students — male										
Primary — full time	no.	320 061	234 264	197 570	106 738	80 780	23 869	16 075	12 930	992 287

Table 4A.4 **All schools: students time series, by sex**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Primary — part time	no.	98	471	656	282	55	20	136	22	1 740
Primary — FTE of part time students	no.	69	248	266	192	34	11	68	14	902
Primary — FTE total	no.	320 130	234 512	197 836	106 930	80 814	23 880	16 143	12 944	993 189
Secondary — full time	no.	243 461	184 253	127 322	65 668	45 918	18 035	14 471	6 191	705 319
Secondary — part time	no.	1 044	1 372	1 646	974	2 811	709	23	499	9 078
Secondary — FTE of part time students	no.	605	642	641	216	1 404	372	11	208	4 098
Secondary — FTE total	no.	244 066	184 895	127 963	65 884	47 322	18 407	14 482	6 399	709 417
Primary and secondary — full time total	no.	563 522	418 517	324 892	172 406	126 698	41 904	30 546	19 121	1 697 606
Primary and secondary — FTE total	no.	564 196	419 407	325 799	172 814	128 136	42 287	30 624	19 342	1 702 606
Students — female										
Primary — full time	no.	303 918	221 158	188 574	99 339	76 670	22 540	15 320	11 985	939 504
Primary — part time	no.	92	220	309	241	50	3	74	26	1 015
Primary — FTE of part time students	no.	66	121	112	166	30	1	44	14	553
Primary — FTE total	no.	303 984	221 279	188 686	99 505	76 700	22 541	15 364	11 999	940 057
Secondary — full time	no.	239 609	182 625	125 489	64 321	45 154	18 120	13 914	5 924	695 156
Secondary — part time	no.	1 640	1 904	2 201	1 980	4 437	1 561	25	555	14 303
Secondary — FTE of part time students	no.	810	970	771	389	2 058	846	12	220	6 075
Secondary — FTE total	no.	240 419	183 595	126 260	64 710	47 212	18 966	13 926	6 144	701 231
Primary and secondary — full time total	no.	543 527	403 783	314 063	163 660	121 824	40 660	29 234	17 909	1 634 660
Primary and secondary — FTE total	no.	544 402	404 874	314 946	164 214	123 912	41 507	29 290	18 143	1 641 288
2005										
Students — male										
Primary — full time	no.	319 118	233 532	199 915	107 082	80 789	23 661	15 822	13 006	992 925
Primary — part time	no.	89	538	693	220	61	18	142	26	1 787
Primary — FTE of part time students	no.	63	283	276	151	30	11	70	11	896
Primary — FTE total	no.	319 181	233 815	200 191	107 233	80 819	23 672	15 892	13 017	993 821

Table 4A.4 All schools: students time series, by sex

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Secondary — full time	no.	244 828	186 316	129 081	66 324	46 620	18 214	14 552	6 252	712 187
Secondary — part time	no.	987	1 262	1 671	890	2 641	554	31	490	8 526
Secondary — FTE of part time students	no.	533	585	606	230	1 300	287	12	203	3 755
Secondary — FTE total	no.	245 361	186 901	129 687	66 554	47 920	18 501	14 564	6 455	715 942
Primary and secondary — full time total	no.	563 946	419 848	328 996	173 406	127 409	41 875	30 374	19 258	1 705 112
Primary and secondary — FTE total	no.	564 542	420 717	329 878	173 787	128 738	42 173	30 457	19 473	1 709 763
Students — female										
Primary — full time	no.	302 775	220 923	189 614	99 806	76 492	22 327	15 265	12 042	939 244
Primary — part time	no.	76	240	343	195	36	7	73	15	985
Primary — FTE of part time students	no.	54	130	129	129	20	6	40	8	515
Primary — FTE total	no.	302 829	221 053	189 743	99 935	76 512	22 333	15 305	12 050	939 759
Secondary — full time	no.	240 965	185 176	128 644	65 088	45 524	18 302	14 011	6 073	703 783
Secondary — part time	no.	1 606	1 784	2 243	1 949	4 215	1 323	49	606	13 775
Secondary — FTE of part time students	no.	718	899	776	387	1 876	724	22	255	5 657
Secondary — FTE total	no.	241 683	186 075	129 420	65 475	47 400	19 026	14 033	6 328	709 440
Primary and secondary — full time total	no.	543 740	406 099	318 258	164 894	122 016	40 629	29 276	18 115	1 643 027
Primary and secondary — FTE total	no.	544 512	407 128	319 163	165 411	123 912	41 359	29 338	18 378	1 649 199
2006										
Students — male										
Primary — full time	no.	318 368	233 121	202 244	108 156	80 381	23 505	15 802	13 044	994 621
Primary — part time	no.	92	478	769	213	48	17	107	25	1 749
Primary — FTE of part time students	no.	70	248	314	142	26	9	47	14	868
Primary — FTE total	no.	318 438	233 369	202 558	108 298	80 407	23 514	15 849	13 058	995 489
Secondary — full time	no.	246 508	188 819	131 875	67 416	46 892	18 342	14 559	6 320	720 731
Secondary — part time	no.	1 039	1 214	1 570	797	2 793	551	17	531	8 512
Secondary — FTE of part time students	no.	541	589	584	204	1 345	297	7	212	3 778

Table 4A.4 **All schools: students time series, by sex**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Secondary — FTE total	no.	247 049	189 408	132 459	67 620	48 237	18 639	14 566	6 532	724 509
Primary and secondary — full time total	no.	564 876	421 940	334 119	175 572	127 273	41 847	30 361	19 364	1 715 352
Primary and secondary — FTE total	no.	565 487	422 777	335 017	175 918	128 643	42 152	30 414	19 589	1 719 998
Students — female										
Primary — full time	no.	301 838	220 618	192 090	100 917	76 480	22 248	15 156	12 150	941 497
Primary — part time	no.	65	223	307	179	34	–	87	26	921
Primary — FTE of part time students	no.	53	124	113	117	21	–	45	11	483
Primary — FTE total	no.	301 891	220 742	192 203	101 034	76 501	22 248	15 201	12 161	941 980
Secondary — full time	no.	242 233	187 277	130 907	66 153	46 173	18 359	14 019	6 066	711 187
Secondary — part time	no.	1 607	1 744	2 164	1 705	4 289	1 223	22	594	13 348
Secondary — FTE of part time students	no.	706	831	758	366	1 901	676	10	241	5 490
Secondary — FTE total	no.	242 939	188 108	131 665	66 519	48 074	19 035	14 029	6 307	716 677
Primary and secondary — full time total	no.	544 071	407 895	322 997	167 070	122 653	40 607	29 175	18 216	1 652 684
Primary and secondary — FTE total	no.	544 830	408 850	323 867	167 553	124 575	41 283	29 230	18 469	1 658 657
2007										
Students — male										
Primary — full time	no.	317 457	232 804	220 074	108 546	80 584	23 112	15 649	13 368	1 011 594
Primary — part time	no.	75	446	1 852	228	43	21	72	20	2 757
Primary — FTE of part time students	no.	53	232	618	151	24	13	43	9	1 143
Primary — FTE total	no.	317 510	233 036	220 692	108 697	80 608	23 125	15 692	13 377	1 012 737
Secondary — full time	no.	247 578	190 995	135 871	67 489	47 601	18 533	14 571	6 276	728 914
Secondary — part time	no.	921	1 088	1 398	802	2 897	578	12	382	8 078
Secondary — FTE of part time students	no.	477	523	537	223	1 381	334	4	151	3 630
Secondary — FTE total	no.	248 055	191 518	136 408	67 712	48 982	18 867	14 575	6 427	732 544
Primary and secondary — full time total	no.	565 035	423 799	355 945	176 035	128 185	41 645	30 220	19 644	1 740 508
Primary and secondary — FTE total	no.	565 565	424 554	357 100	176 409	129 590	41 991	30 266	19 805	1 745 281

Table 4A.4 **All schools: students time series, by sex**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Students — female										
Primary — full time	no.	300 937	220 707	208 000	102 029	76 534	21 894	15 144	12 464	957 709
Primary — part time	no.	65	177	837	171	24	–	58	25	1 357
Primary — FTE of part time students	no.	49	91	278	113	16	–	33	11	590
Primary — FTE total	no.	300 986	220 798	208 278	102 142	76 550	21 894	15 177	12 475	958 299
Secondary — full time	no.	243 231	189 347	133 958	66 524	46 730	18 320	14 033	6 163	718 306
Secondary — part time	no.	1 562	1 427	1 947	1 522	4 348	1 049	27	429	12 311
Secondary — FTE of part time students	no.	675	701	685	358	1 924	606	15	167	5 130
Secondary — FTE total	no.	243 906	190 048	134 643	66 882	48 654	18 926	14 048	6 330	723 436
Primary and secondary — full time total	no.	544 168	410 054	341 958	168 553	123 264	40 214	29 177	18 627	1 676 015
Primary and secondary — FTE total	no.	544 892	410 845	342 920	169 023	125 203	40 820	29 225	18 805	1 681 735

FTE = Full time equivalent.

– Nil or rounded to zero.

Source : ABS 2004, *Schools Australia 2003* , Cat. no. 4221.0; ABS 2005, *Schools Australia 2004* , Cat. no. 4221.0; ABS 2006, *Schools Australia 2005* , Cat. no. 4221.0; ABS 2007, *Schools Australia 2006* , Cat. no. 4221.0; ABS 2008, Schools Australia 2007, Cat. no. 4221.0; ABS (unpublished) Schools Australia (various years).

Table 4A.5 **Students as a proportion of the population, 2007 (per cent) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students as a proportion of the population									
Government schools	10.7	10.3	11.5	10.9	10.3	11.9	10.2	13.5	10.8
Non-government schools	5.4	5.7	5.2	5.5	5.5	4.6	7.3	4.4	5.5
All schools	16.1	16.0	16.7	16.4	15.9	16.6	17.5	17.8	16.3
Primary students as a proportion of the population									
Government schools	6.3	6.0	7.4	7.1	6.7	6.9	5.5	9.5	6.6
Non-government schools	2.7	2.7	2.9	2.9	3.2	2.3	3.5	2.5	2.8
All schools	9.0	8.7	10.2	10.0	9.9	9.1	9.1	12.0	9.4
Secondary students as a proportion of the population									
Government schools	4.4	4.3	4.1	3.8	3.6	5.1	4.6	4.0	4.2
Non-government schools	2.7	3.0	2.4	2.6	2.3	2.4	3.8	1.8	2.7
All schools	7.1	7.3	6.5	6.4	6.0	7.5	8.4	5.8	6.9

(a) Full time students as a proportion of the total population. Population is as at 30 June 2007, using preliminary ERP.

Source : ABS 2008, *Schools Australia 2007* , Cat. no. 4221.0; ABS (unpublished) Australian Demographic Statistics December quarter 2007.

Table 4A.6 **Average FTE student population, by school sector**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Average FTE student population in government schools (no.)									
2002-03	752 993	536 176	444 287	232 752	172 176	62 757	36 975	28 754	2 266 868
2003-04	748 346	537 559	448 560	230 630	170 043	62 387	36 266	28 816	2 262 607
2004-05	743 543	538 116	451 565	229 891	168 364	61 911	35 649	28 895	2 257 933
2005-06	740 997	537 953	454 697	230 142	167 235	61 297	35 262	28 991	2 256 573
2006-07	739 525	537 394	468 784	230 524	166 859	60 421	34 874	29 100	2 267 482
Average FTE student population in non-government schools (no.)									
2002-03	354 586	282 721	182 238	102 945	80 138	21 092	23 513	8 518	1 055 750
2003-04	360 403	285 162	187 565	105 381	82 106	21 415	23 842	8 636	1 074 511
2004-05	365 283	287 947	193 328	108 223	83 985	21 753	24 206	8 773	1 093 497
2005-06	368 689	291 782	199 266	111 193	85 699	22 187	24 459	8 964	1 112 237
2006-07	370 862	296 119	210 668	113 928	87 147	22 703	24 694	9 234	1 135 354
Average FTE student population in all schools (no.)									
2002-03	1 107 579	818 896	626 525	335 697	252 314	83 849	60 489	37 272	3 322 619
2003-04	1 108 750	822 721	636 125	336 011	252 150	83 802	60 108	37 452	3 337 118
2004-05	1 108 826	826 063	644 893	338 113	252 349	83 663	59 854	37 668	3 351 428
2005-06	1 109 686	829 736	653 962	341 334	252 935	83 484	59 720	37 954	3 368 809
2006-07	1 110 387	833 513	679 452	344 452	254 006	83 124	59 568	38 334	3 402 835

(a) FTE students by financial year are derived by averaging the FTE students numbers for the two associated calendar years.

Source: Tables 4A.1–3; ABS 2003, *Schools Australia 2002*, Cat. no. 4221.0; ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS 2006, *Schools Australia 2005,* Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0.

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure ($'000) (2006-07 $) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools									
Australian government specific purpose payments (excluding capital grants) (f)									
2002-03	728 066	492 255	426 617	223 170	165 206	60 430	35 619	57 944	2 189 309
2003-04	761 601	520 160	452 788	229 338	171 134	62 964	33 569	57 947	2 289 500
2004-05	766 010	542 514	472 202	220 231	175 306	65 807	34 419	41 807	2 318 296
2005-06	789 288	525 704	476 045	257 119	171 240	63 435	33 140	55 076	2 371 047
2006-07	790 272	529 178	479 550	244 103	177 287	61 871	33 580	57 264	2 373 104
State and territory government recurrent expenditure (including UCC) (g)									
2002-03	8 243 052	5 131 932	4 288 086	2 484 805	1 742 888	644 170	421 483	439 033	23 395 447
2003-04	8 025 948	5 175 731	4 413 887	2 511 716	1 789 306	633 764	450 601	428 145	23 429 098
2004-05	8 119 804	5 174 616	4 697 315	2 809 929	1 808 197	643 352	446 550	440 963	24 140 724
2005-06	7 952 873	5 299 589	4 776 255	2 754 894	1 816 483	665 008	452 452	449 736	24 167 290
2006-07	7 903 818	5 229 544	5 090 083	2 995 476	1 792 041	653 227	449 779	436 583	24 550 552
Australian, State and Territory government recurrent expenditure (including UCC)									
2002-03	**8 971 118**	**5 624 187**	**4 714 703**	**2 707 975**	**1 908 094**	**704 600**	**457 102**	**496 976**	**25 584 756**
2003-04	**8 787 549**	**5 695 892**	**4 866 674**	**2 741 053**	**1 960 440**	**696 728**	**484 170**	**486 091**	**25 718 598**
2004-05	**8 885 814**	**5 717 129**	**5 169 517**	**3 030 160**	**1 983 503**	**709 159**	**480 969**	**482 770**	**26 459 020**
2005-06	**8 742 161**	**5 825 293**	**5 252 300**	**3 012 014**	**1 987 722**	**728 443**	**485 592**	**504 812**	**26 538 337**
2006-07	**8 694 090**	**5 758 722**	**5 569 633**	**3 239 579**	**1 969 328**	**715 098**	**483 359**	**493 847**	**26 923 656**
Non-government schools									
Australian government specific purpose payments (excluding capital grants) (f)									
2002-03	1 457 066	1 168 110	795 935	429 525	334 585	86 803	91 720	52 900	4 416 644
2003-04	1 639 677	1 289 552	891 563	484 119	371 183	98 455	102 430	54 032	4 931 010
2004-05	1 752 706	1 368 663	985 354	512 862	418 242	107 657	100 875	46 160	5 292 520
2005-06	1 694 800	1 362 726	1 012 628	524 251	408 880	108 973	103 094	55 258	5 270 610

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure ($'000) (2006-07 $) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2006-07	1 719 722	1 358 557	1 027 958	518 029	418 348	108 984	104 894	43 439	5 299 931
State and territory government recurrent expenditure									
2002-03	649 187	343 276	351 459	199 579	108 303	37 435	36 082	30 002	1 755 324
2003-04	690 315	340 053	417 157	216 953	112 060	37 960	37 991	31 634	1 884 123
2004-05	731 938	350 587	431 123	220 967	113 444	39 470	38 958	31 806	1 958 293
2005-06	729 237	350 649	514 351	222 561	114 362	38 708	40 034	34 235	2 044 137
2006-07	735 685	363 757	434 712	231 271	121 879	40 299	38 419	47 582	2 013 604
Australian, State and Territory government recurrent expenditure									
2002-03	**2 106 253**	**1 511 387**	**1 147 395**	**629 104**	**442 889**	**124 238**	**127 802**	**82 902**	**6 171 968**
2003-04	**2 329 992**	**1 629 606**	**1 308 719**	**701 072**	**483 243**	**136 415**	**140 421**	**85 666**	**6 815 133**
2004-05	**2 484 644**	**1 719 250**	**1 416 476**	**733 829**	**531 686**	**147 127**	**139 834**	**77 966**	**7 250 813**
2005-06	**2 424 038**	**1 713 374**	**1 526 978**	**746 812**	**523 242**	**147 681**	**143 129**	**89 493**	**7 314 747**
2006-07	**2 455 407**	**1 722 314**	**1 462 670**	**749 300**	**540 227**	**149 283**	**143 313**	**91 021**	**7 313 535**
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (f)									
2002-03	2 185 132	1 660 365	1 222 552	652 696	499 791	147 233	127 340	110 844	6 605 953
2003-04	2 401 278	1 809 713	1 344 350	713 457	542 317	161 418	135 999	111 978	7 220 510
2004-05	2 518 716	1 911 176	1 457 555	733 093	593 548	173 464	135 295	87 967	7 610 816
2005-06	2 484 088	1 888 430	1 488 673	781 370	580 119	172 408	136 234	110 335	7 641 657
2006-07	2 509 994	1 887 735	1 507 508	762 132	595 635	170 855	138 474	100 703	7 673 035
State and territory government recurrent expenditure (including UCC)									
2002-03	8 892 239	5 475 208	4 639 545	2 684 384	1 851 192	681 606	457 565	469 035	25 150 771
2003-04	8 716 263	5 515 785	4 831 044	2 728 668	1 901 366	671 725	488 592	459 778	25 313 221
2004-05	8 851 741	5 525 203	5 128 438	3 030 896	1 921 641	682 821	485 508	472 769	26 099 017
2005-06	8 682 111	5 650 238	5 290 606	2 977 456	1 930 845	703 715	492 486	483 971	26 211 427

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure ($'000) (2006-07 $) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2006-07	8 639 503	5 593 301	5 524 795	3 226 747	1 913 920	693 527	488 198	484 165	26 564 156
Australian, State and Territory government recurrent expenditure (including UCC)									
2002-03	**11 077 370**	**7 135 573**	**5 862 098**	**3 337 080**	**2 350 983**	**828 838**	**584 904**	**579 879**	**31 756 724**
2003-04	**11 117 541**	**7 325 497**	**6 175 394**	**3 442 125**	**2 443 683**	**833 143**	**624 591**	**571 757**	**32 533 731**
2004-05	**11 370 458**	**7 436 379**	**6 585 993**	**3 763 989**	**2 515 188**	**856 286**	**620 803**	**560 737**	**33 709 833**
2005-06	**11 166 199**	**7 538 668**	**6 779 278**	**3 758 826**	**2 510 964**	**876 123**	**628 721**	**594 305**	**33 853 084**
2006-07	**11 149 497**	**7 481 036**	**7 032 303**	**3 988 879**	**2 509 555**	**864 382**	**626 672**	**584 868**	**34 237 191**

(a) This table integrates information from tables 4A.11 and 4A.12, and State and Territory data. Some data include capital amounts and exclude user cost of capital (UCC), as labelled, for the purpose of comparison to previous years' reporting. Where it is stated the UCC is included, this relates to government school expenditure only. Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table include only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.

(b) See table 4A.7 for explanations on the derivation of these figures.

(c) Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools.

(d) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2005-06 = 100 (table AA.26).

(e) Figures are derived by dividing Australian, State and Territory government expenditure on non-government schools by average student population data in table 4A.6.

(f) Includes recurrent, targetted and Indigenous program expenditure.

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

Source : ABS 2004 *Schools Australia 2003* , Cat. no. 4221.0; ABS 2005 *Schools Australia 2004* , Cat. no. 4221.0; ABS 2006 *Schools Australia 2005* , Cat. no. 4221.0; ABS 2007 *Schools Australia 2006* , Cat. no. 4221.0; ABS 2008 Schools Australia 2007, Cat. no. 4221.0; DEEWR (unpublished); MCEETYA NSSC (unpublished); State and Territory governments (unpublished).

Table 4A.8 Real Australian, State and Territory government recurrent expenditure per student, government schools ($ per FTE student) (2006-07 $) (a), (b), (c)

	NSW (d)	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	967	918	960	959	960	963	963	2 015	966
2003-04	1 018	968	1 009	994	1 006	1 009	926	2 011	1 012
2004-05	1 030	1 008	1 046	958	1 041	1 063	966	1 447	1 027
2005-06	1 065	977	1 047	1 117	1 024	1 035	940	1 900	1 051
2006-07	1 069	985	1 023	1 059	1 062	1 024	963	1 968	1 047
State and territory government recurrent expenditure (including UCC) per FTE student									
2002-03	10 947	9 571	9 652	10 676	10 123	10 265	11 399	15 269	10 321
2003-04	10 725	9 628	9 840	10 891	10 523	10 159	12 425	14 858	10 355
2004-05	10 920	9 616	10 402	12 223	10 740	10 392	12 526	15 261	10 692
2005-06	10 733	9 851	10 504	11 970	10 862	10 849	12 831	15 513	10 710
2006-07	10 688	9 731	10 858	12 994	10 740	10 811	12 897	15 003	10 827
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2002-03									
In-school primary	10 241	8 633	9 364	9 460	9 756	9 527	9 886	13 525	9 594
In-school secondary	13 281	11 768	11 427	12 896	11 331	11 767	13 834	18 373	12 410
Out-of-school	438	574	510	964	768	751	732	2 318	601
Total primary	10 679	9 207	9 874	10 424	10 524	10 277	10 618	15 844	10 195
Total secondary	13 719	12 342	11 937	13 859	12 100	12 517	14 566	20 690	13 011
Total	**11 914**	**10 489**	**10 612**	**11 635**	**11 082**	**11 227**	**12 362**	**17 284**	**11 286**
2003-04									
In-school primary	10 069	8 874	9 489	9 901	9 807	9 475	11 088	12 923	9 676
In-school secondary	13 089	11 866	11 865	13 286	12 469	11 779	14 157	17 759	12 560
Out-of-school	440	492	504	801	775	716	893	2 464	568
Total primary	10 509	9 365	9 993	10 702	10 582	10 192	11 982	15 388	10 244

Table 4A.8 **Real Australian, State and Territory government recurrent expenditure per student, government schools ($ per FTE student) (2006-07 $) (a), (b), (c)**

	NSW (d)	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total secondary	13 528	12 358	12 369	14 088	13 243	12 495	15 050	20 223	13 127
Total	**11 743**	**10 596**	**10 850**	**11 885**	**11 529**	**11 168**	**13 350**	**16 869**	**11 367**
2004-05									
In-school primary	10 400	8 977	10 200	11 079	9 967	9 538	11 445	12 911	10 101
In-school secondary	13 115	11 907	12 260	14 840	12 705	12 049	14 071	17 411	12 809
Out-of-school	436	436	500	794	835	851	867	2 392	558
Total primary	10 837	9 413	10 700	11 872	10 803	10 389	12 312	15 303	10 659
Total secondary	13 551	12 343	12 760	15 634	13 540	12 900	14 939	19 803	13 368
Total	**11 951**	**10 624**	**11 448**	**13 181**	**11 781**	**11 455**	**13 492**	**16 708**	**11 718**
2005-06									
In-school primary	10 219	9 170	10 260	11 176	10 181	9 947	11 405	13 459	10 146
In-school secondary	12 968	11 851	12 134	14 364	12 570	12 423	14 953	18 728	12 707
Out-of-school	446	542	605	799	847	878	763	2 307	607
Total primary	10 664	9 713	10 865	11 975	11 029	10 826	12 167	15 766	10 753
Total secondary	13 413	12 393	12 739	15 162	13 417	13 301	15 715	21 035	13 314
Total	**11 798**	**10 829**	**11 551**	**13 088**	**11 886**	**11 884**	**13 771**	**17 413**	**11 760**
2006-07									
In-school primary	10 223	9 075	10 550	12 189	10 304	10 059	12 195	13 618	10 327
In-school secondary	12 909	11 575	12 308	15 377	12 266	12 269	14 450	18 707	12 704
Out-of-school	420	594	695	752	790	823	641	1 791	611
Total primary	10 643	9 669	11 245	12 941	11 094	10 882	12 836	15 409	10 938
Total secondary	13 329	12 169	13 003	16 129	13 056	13 092	15 091	20 499	13 315
Total	**11 756**	**10 716**	**11 881**	**14 053**	**11 802**	**11 835**	**13 860**	**16 971**	**11 874**

(a) This table integrates information from tables 4A.6 and 4A.7 and other MCEETYA NSSC financial data.

Table 4A.8 **Real Australian, State and Territory government recurrent expenditure per student, government schools ($ per FTE student) (2006-07 $) (a), (b), (c)**

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

(b) Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools.

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2006-07 = 100 (table AA.26).

(d) NSW data for 2004-05 has been revised for the 2009 Report (to exclude the back to school allowance), and will be different to 2004-05 data published in earlier Reports.

Source : Tables 4A.6-7; MCEETYA NSSC financial collection (unpublished).

Table 4A.9 Real Australian, State and Territory government recurrent expenditure per student, non-government schools ($ per FTE student) (2006-07 $) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	4 109	4 132	4 368	4 172	4 175	4 116	3 901	6 210	4 183
2003-04	4 550	4 522	4 753	4 594	4 521	4 597	4 296	6 257	4 589
2004-05	4 798	4 753	5 097	4 739	4 980	4 949	4 167	5 262	4 840
2005-06	4 597	4 670	5 082	4 715	4 771	4 912	4 215	6 165	4 739
2006-07	4 637	4 588	4 880	4 547	4 800	4 800	4 248	4 704	4 668
State and territory government recurrent expenditure (including UCC) per FTE student									
2002-03	1 831	1 214	1 929	1 939	1 351	1 775	1 535	3 522	1 663
2003-04	1 915	1 192	2 224	2 059	1 365	1 773	1 593	3 663	1 753
2004-05	2 004	1 218	2 230	2 042	1 351	1 814	1 609	3 626	1 791
2005-06	1 978	1 202	2 581	2 002	1 334	1 745	1 637	3 819	1 838
2006-07	1 984	1 228	2 063	2 030	1 399	1 775	1 556	5 153	1 774
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2002-03	**5 940**	**5 346**	**6 296**	**6 111**	**5 527**	**5 890**	**5 435**	**9 733**	**5 846**
2003-04	**6 465**	**5 715**	**6 977**	**6 653**	**5 886**	**6 370**	**5 890**	**9 920**	**6 343**
2004-05	**6 802**	**5 971**	**7 327**	**6 781**	**6 331**	**6 764**	**5 777**	**8 887**	**6 631**
2005-06	**6 575**	**5 872**	**7 663**	**6 716**	**6 106**	**6 656**	**5 852**	**9 984**	**6 577**
2006-07	**6 621**	**5 816**	**6 943**	**6 577**	**6 199**	**6 576**	**5 804**	**9 857**	**6 442**

(a) This table integrates information from tables 4A.6 and 4A.7.

(b) See table 4A.7 for explanations on the derivation of these figures.

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2006-07 = 100 (table AA.26).

Source : Tables 4A.6-7.

Table 4A.10 Real Australian, State and Territory government recurrent expenditure per student, all schools ($ per FTE student) (2006-07 $) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	1 973	2 028	1 951	1 944	1 981	1 756	2 105	2 974	1 988
2003-04	2 166	2 200	2 113	2 123	2 151	1 926	2 263	2 990	2 164
2004-05	2 272	2 314	2 260	2 168	2 352	2 073	2 260	2 335	2 271
2005-06	2 239	2 276	2 276	2 289	2 294	2 065	2 281	2 907	2 268
2006-07	2 260	2 265	2 219	2 213	2 345	2 055	2 325	2 627	2 255
State and territory government recurrent expenditure (including UCC) per FTE student									
2002-03	8 029	6 686	7 405	7 996	7 337	8 129	7 564	12 584	7 570
2003-04	7 861	6 704	7 594	8 121	7 541	8 016	8 129	12 276	7 585
2004-05	7 983	6 689	7 952	8 964	7 615	8 162	8 111	12 551	7 787
2005-06	7 824	6 810	8 090	8 723	7 634	8 429	8 247	12 751	7 781
2006-07	7 781	6 711	8 131	9 368	7 535	8 343	8 196	12 630	7 806
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2002-03	**10 001**	**8 714**	**9 357**	**9 941**	**9 318**	**9 885**	**9 670**	**15 558**	**9 558**
2003-04	**10 027**	**8 904**	**9 708**	**10 244**	**9 691**	**9 942**	**10 391**	**15 266**	**9 749**
2004-05	**10 255**	**9 002**	**10 213**	**11 132**	**9 967**	**10 235**	**10 372**	**14 886**	**10 058**
2005-06	**10 062**	**9 086**	**10 366**	**11 012**	**9 927**	**10 495**	**10 528**	**15 659**	**10 049**
2006-07	**10 041**	**8 975**	**10 350**	**11 580**	**9 880**	**10 399**	**10 520**	**15 257**	**10 061**

(a) This table integrates information from tables 4A.6 and 4A.7.

(b) See table 4A.7 for explanations on the derivation of these figures.

(c) Real dollars are previous years expenditure in current years dollars after basing expenditure on the ABS GDP price deflator 2005-06 = 100 (table AA.26).

Source : Tables 4A.6-7.

Table 4A.11 **Australian Government specific purpose payments for schools, 2006-07 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools										
General recurrent	$'000	586 310	426 447	369 044	181 917	129 190	47 230	28 039	22 099	1 790 276
Targeted	$'000	156 211	96 275	69 876	35 658	38 379	10 471	4 191	7 951	419 011
Indigenous programs	$'000	47 751	6 456	40 630	26 528	9 718	4 170	1 350	27 214	163 817
Total recurrent	*$'000*	*790 272*	*529 178*	*479 550*	*244 103*	*177 287*	*61 871*	*33 580*	*57 264*	*2 373 104*
Capital	$'000	192 086	198 431	125 978	63 280	63 270	15 807	8 223	6 748	673 823
Total recurrent and capital	**$'000**	**982 358**	**727 609**	**605 528**	**307 383**	**240 557**	**77 678**	**41 803**	**64 012**	**3 046 927**
Non-government schools										
General recurrent	$'000	1 637 312	1 295 127	995 345	499 724	400 575	105 035	101 681	40 755	5 075 554
Targeted	$'000	82 404	63 430	32 613	18 305	17 773	3 949	3 213	2 684	224 371
Indigenous programs (b)	$'000	6	–	–	–	–	–	–	–	6
Total recurrent	*$'000*	*1 719 722*	*1 358 557*	*1 027 958*	*518 029*	*418 348*	*108 984*	*104 894*	*43 439*	*5 299 931*
Capital	$'000	66 470	52 248	36 661	19 684	15 410	4 090	4 461	6 546	205 570
Total recurrent and capital	**$'000**	**1 786 192**	**1 410 805**	**1 064 619**	**537 713**	**433 758**	**113 074**	**109 355**	**49 985**	**5 505 501**
Joint programs										
Total	*$'000*	*1 791*	*3 964*	*1 709*	*130*	*298*	*7*	*265*	*194*	*8 359*
All schools (c)										
Total recurrent	*$'000*	*2 511 785*	*1 891 699*	*1 509 217*	*762 262*	*595 933*	*170 862*	*138 739*	*100 897*	*7 681 394*
Total recurrent and capital	**$'000**	**2 770 341**	**2 142 378**	**1 671 856**	**845 226**	**674 613**	**190 759**	**151 423**	**114 191**	**8 560 787**

Table 4A.11 **Australian Government specific purpose payments for schools, 2006-07 (a)**

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

(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) From 2004-05, the non-government element of the IESIP programme is no longer classified as an SPP, but has been included here for consistency with earlier Reports.

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

– Nil or rounded to zero.

Source : Department of Education, Employment and Workplace Relations (DEEWR) (unpublished).

Table 4A.12 **Australian, State and Territory government recurrent expenditure on government schools, 2006-07 (a), (b), (c), (d)**

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	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Australian, State and Territory government recurrent expenditure on government schools ($'000)									
Total employee related expenditure	5 916 376	3 650 950	3 343 089	1 871 932	1 380 439	472 388	341 734	299 866	17 276 774
Total expenditure	**8 694 090**	**5 758 722**	**5 569 633**	**3 239 579**	**1 969 328**	**715 098**	**483 359**	**493 847**	**26 923 656**
In-school primary									
Teachers	2 547 064	1 589 004	1 528 769	802 049	605 021	186 103	136 064	118 497	7 512 571
Other staff (e)	445 534	217 182	385 259	257 664	158 438	46 571	32 767	57 722	1 601 136
Total employee related expenditure	*2 992 598*	*1 806 186*	*1 914 028*	*1 059 713*	*763 459*	*232 674*	*168 830*	*176 219*	*9 113 708*
Other operating expenses (f)	705 152	508 087	511 055	303 194	207 312	74 997	34 705	65 841	2 410 344
User cost of capital (g)	604 135	427 652	613 039	380 227	98 719	26 834	19 229	24 445	2 194 281
Depreciation	124 733	92 308	117 706	86 408	29 003	11 163	9 387	8 193	478 901
Total	**4 426 618**	**2 834 234**	**3 155 828**	**1 829 542**	**1 098 493**	**345 668**	**232 151**	**274 699**	**14 197 234**
In-school secondary									
Teachers	2 369 226	1 507 275	1 038 443	555 507	422 778	168 994	128 529	68 641	6 259 394
Other staff (e)	362 238	209 176	231 438	148 389	106 085	40 249	31 797	24 566	1 153 937
Total employee related expenditure	*2 731 464*	*1 716 451*	*1 269 881*	*703 896*	*528 863*	*209 243*	*160 326*	*93 207*	*7 413 331*
Other operating expenses (f)	637 918	474 721	356 149	220 932	120 354	65 043	30 454	45 620	1 951 190
User cost of capital (g)	470 400	305 339	365 025	244 720	66 768	32 852	25 300	20 727	1 531 132
Depreciation	117 383	108 822	97 104	67 135	23 003	12 547	12 766	7 470	446 231
Total	**3 957 164**	**2 605 333**	**2 088 159**	**1 236 683**	**738 988**	**319 685**	**228 846**	**167 025**	**11 341 883**
Out of school									
Teachers	–	–	–	–	–	–	–	–	–
Other staff (e)	192 313	128 312	159 180	108 323	88 117	30 471	12 578	30 440	749 735
Total employee related expenditure	*192 313*	*128 312*	*159 180*	*108 323*	*88 117*	*30 471*	*12 578*	*30 440*	*749 735*
Other operating expenses (f)	108 828	172 853	161 593	63 358	39 579	18 344	9 783	21 148	595 488

Table 4A.12 **Australian, State and Territory government recurrent expenditure on government schools, 2006-07 (a), (b), (c), (d)**

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	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
User cost of capital (g)	7 219	7 404	1 749	1 672	2 502	293	–	10	20 850
Depreciation	1 946	10 586	3 124	–	1 649	637	–	525	18 467
Total	**310 307**	**319 155**	**325 646**	**173 353**	**131 847**	**49 745**	**22 361**	**52 124**	**1 384 539**
Australian, State and Territory government recurrent expenditure per FTE student, government schools ($ per FTE student) (h)									
Total employee related expenditure	8 000	6 794	7 131	8 120	8 273	7 818	9 799	10 305	7 619
Total expenditure	**11 756**	**10 716**	**11 881**	**14 053**	**11 802**	**11 835**	**13 860**	**16 971**	**11 874**
In-school primary									
Teachers	5 882	5 088	5 111	5 344	5 675	5 416	7 147	5 874	5 465
Other staff (e)	1 029	695	1 288	1 717	1 486	1 355	1 721	2 862	1 165
Total employee related expenditure	*6 911*	*5 783*	*6 399*	*7 060*	*7 161*	*6 771*	*8 869*	*8 736*	*6 630*
Other operating expenses (f)	1 629	1 627	1 708	2 020	1 945	2 182	1 823	3 264	1 753
User cost of capital (g)	1 395	1 369	2 049	2 533	926	781	1 010	1 212	1 596
Depreciation	288	296	393	576	272	325	493	406	348
Total	**10 223**	**9 075**	**10 550**	**12 189**	**10 304**	**10 059**	**12 195**	**13 618**	**10 327**
In-school secondary									
Teachers	7 729	6 697	6 121	6 907	7 018	6 486	8 115	7 688	7 011
Other staff (e)	1 182	929	1 364	1 845	1 761	1 545	2 008	2 751	1 293
Total employee related expenditure	*8 911*	*7 626*	*7 485*	*8 752*	*8 778*	*8 030*	*10 123*	*10 440*	*8 304*
Other operating expenses (f)	2 081	2 109	2 099	2 747	1 998	2 496	1 923	5 110	2 186
User cost of capital (g)	1 535	1 357	2 152	3 043	1 108	1 261	1 597	2 322	1 715
Depreciation	383	483	572	835	382	482	806	837	500
Total	**12 909**	**11 575**	**12 308**	**15 377**	**12 266**	**12 269**	**14 450**	**18 707**	**12 704**
Out of school									
Teachers	–	–	–	–	–	–	–	–	–

Table 4A.12 Australian, State and Territory government recurrent expenditure on government schools, 2006-07 (a), (b), (c), (d)

This page has changed since the Report was released in January 2009. See errata at www.pc.gov.au/gsp/reports/rogs/2009.

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Other staff (e)	260	239	340	470	528	504	361	1 046	331
Total employee related expenditure	*260*	*239*	*340*	*470*	*528*	*504*	*361*	*1 046*	*331*
Other operating expenses (f)	147	322	345	275	237	304	281	727	263
User cost of capital (g)	10	14	4	7	15	5	–	–	9
Depreciation	3	20	7	–	10	11	–	18	8
Total	**420**	**594**	**695**	**752**	**790**	**823**	**641**	**1 791**	**611**

FTE = Full time equivalent

(a) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 4A.14.

(b) Expenditure on special schools is allocated to either primary or secondary schools.

(c) Expenditure specifically excludes: Australian Government payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(d) Expenditure specifically includes: Australian Government grants for education; expenditure by other state and territory government agencies on behalf of education departments; expenditure for Australian Government joint programs apportioned to government schools; staff allowances for accommodation and notional payroll tax for WA and the ACT, which are payroll tax exempt.

(e) Includes redundancy payments.

(f) Includes grants and subsidies.

(g) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June is applied to data for all jurisdictions.

(h) Australian, State and Territory government recurrent expenditure on government schools, divided by two year average FTE student population (table 4A.6).

– Nil or rounded to zero.

Source: Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) National Schools Statistics Collection (NSSC) (unpublished).

Table 4A.13 Value of capital stock, government schools ($'000) (a), (b)

	NSW	*Vic* (e)	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2002-03									
Total assets (gross)	**19 937 356**	**na**	**8 763 020**	**4 131 777**	**3 164 221**	**na**	**558 613**	**578 320**	**na**
Less accumulated depreciation	7 251 296	na	2 409 350	366 834	1 637 997	na	44 528	199 918	na
Total assets (WDV) (c)	**12 686 060**	**na**	**6 353 670**	**3 764 943**	**1 526 224**	**na**	**514 085**	**378 402**	**na**
Land	5 496 036	3 211 824	1 531 106	855 391	440 283	50 489	39 141	37 563	11 661 833
Buildings, equipment and other	7 190 024	3 991 643	4 822 564	2 909 552	1 085 941	679 213	514 084	540 757	21 733 778
Annual depreciation (d)	224 073	219 447	119 878	73 046	49 246	15 023	22 421	21 551	744 685
User cost of capital	1 014 885	576 277	508 294	301 195	122 098	58 376	44 258	46 266	2 671 649
2003-04									
Total assets (gross)	**20 169 931**	**8 099 688**	**10 096 745**	**4 290 915**	**3 372 888**	**1 193 599**	**604 594**	**792 301**	**48 648 603**
Less accumulated depreciation	7 437 330	101 456	2 687 991	472 800	1 673 628	472 829	66 737	227 763	13 140 534
Total assets (WDV) (c)	**12 704 659**	**7 998 232**	**7 408 754**	**3 818 115**	**1 699 260**	**720 770**	**537 857**	**564 538**	**35 452 185**
Land	5 604 592	4 002 093	2 333 550	842 133	639 810	50 085	74 653	37 403	13 584 319
Buildings, equipment and other	7 128 009	3 996 139	5 075 204	2 975 982	1 059 450	670 685	463 204	527 135	21 895 808
Annual depreciation (d)	184 566	198 868	123 360	79 234	49 609	14 791	23 052	15 046	688 526
User cost of capital	1 018 608	639 859	592 700	305 449	135 941	57 662	43 029	45 163	2 838 410
2004-05									
Total assets (gross)	**20 450 174**	**9 737 163**	**13 625 606**	**5 828 465**	**3 825 957**	**698 503**	**657 074**	**798 841**	**55 706 550**
Less accumulated depreciation	7 635 155	717 716	3 645 870	335 979	1 913 137	33 559	91 407	243 793	14 616 616
Total assets (WDV) (c)	**12 730 252**	**9 019 447**	**9 979 736**	**5 492 486**	**1 912 820**	**664 944**	**565 667**	**555 048**	**40 920 400**
Land	5 618 412	4 109 432	3 854 131	1 521 311	728 200	250 919	87 196	37 945	16 207 546
Buildings, equipment and other	7 196 607	4 910 016	6 125 605	3 971 175	1 184 620	414 025	478 471	517 104	24 797 623
Annual depreciation (d)	195 562	224 573	142 794	148 780	52 257	21 382	23 274	15 075	823 697
User cost of capital	1 025 202	721 556	798 379	439 399	153 026	53 196	45 253	44 404	3 280 414

Table 4A.13 Value of capital stock, government schools ($'000) (a), (b)

	NSW	*Vic* (e)	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2005-06									
Total assets (gross)	**20 910 383**	**10 000 921**	**14 834 810**	**5 916 945**	**3 902 806**	**745 444**	**622 927**	**808 215**	**57 742 451**
Less accumulated depreciation	7 859 892	843 279	4 318 421	516 377	1 946 759	36 416	101 956	259 518	15 882 618
Total assets (WDV) (c)	**12 968 563**	**9 157 642**	**10 516 389**	**5 400 568**	**1 956 047**	**709 028**	**520 971**	**548 697**	**41 777 905**
Land	5 638 663	4 486 507	3 313 866	1 795 036	790 415	270 828	42 209	37 802	16 375 326
Buildings, equipment and other	7 411 828	4 671 135	7 202 523	3 605 532	1 165 631	438 200	478 762	510 895	25 484 506
Annual depreciation (d)	225 128	239 677	178 575	125 898	53 485	22 752	23 290	15 289	884 094
User cost of capital	1 044 039	732 611	841 311	432 045	156 484	56 722	41 678	43 896	3 348 787
2006-07									
Total assets (gross)	**23 382 641**	**9 952 233**	**17 135 301**	**7 973 294**	**4 357 660**	**788 459**	**679 183**	**829 511**	**65 098 282**
Less accumulated depreciation	9 754 145	697 292	4 887 635	140 555	2 257 789	38 716	122 570	264 729	18 163 431
Total assets (WDV) (c)	**13 521 923**	**9 254 941**	**12 247 666**	**7 832 739**	**2 099 871**	**749 743**	**556 613**	**564 782**	**46 828 278**
Land	5 873 581	4 544 916	4 101 746	2 600 728	860 788	286 252	39 394	37 877	18 345 282
Buildings, equipment and other	7 648 342	4 710 025	8 145 920	5 232 011	1 239 083	463 491	517 219	526 905	28 482 996
Annual depreciation (d)	244 062	211 716	217 934	153 544	53 655	24 347	22 153	16 188	943 599
User cost of capital	1 081 754	740 395	979 813	626 619	167 990	59 979	44 529	45 183	3 746 262

(a) Table 4A.14 contains information on the treatment of assets.

(b) The value of capital stock is consistent with the written down value treatment of capital assets from 2000.

(c) The written down value (WDV) of capital assets = gross value of capital assets less accumulated depreciation. (Less Public Private Leaseholds for NSW only).

(d) Depreciation costs align with MCEETYA treatment.

(e) In Victoria, heritage and cultural components are not considered as valuations are on the basis of replacement value. The annual depreciation charge consists of depreciation on buildings and leasehold improvements, plant and equipment.

na Not available.

Source : MCEETYA NSSC (unpublished); State and Territory governments (unpublished).

Table 4A.14 **Treatment of assets by school education agencies (a), (b), (c)**

		NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*
Depreciation method		Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line
Revaluation method	Land	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Cost as at 1 July 2002	Fair value
	Buildings	Fair value	Fair value	Fair value	Fair value	Current replacement	Fair value	Cost as at 1 July 2002	Fair value
	Other assets	Fair value	na	Fair value/ historic cost	Cost	Current replacement	Historic cost	Cost as at 1 July 2002	na
Frequency of revaluations	Land, buildings	5 years	5 years	5 years	3 years	Land annual/ buildings 3 years	Annual	na	5 years
	Other assets	Not revalued	na	na	As required	3 years	na	na	na
Useful asset lives	Buildings	50 years	60 years	32-80 years	40 years	25 to 106 years (incl paving and pools)	5-80 years	50 years	50 years
	Specialist equipment	3-30 years	na	5-20 years	8-12.5 years	na	na	5-20 years	na
	IT equipment	3-15 years	3-5 years	5 years	4-5 years	3-15 years	3-10 years	3-8 years	na
	Other vehicles	5-15 years	na	5-10 years	5 years	12-20 years	3-10 years	6 years	4-10 years
	Office equipment (d)	3-30 years	5-10 years	5-10 years	8 years	3-15 years	3-30 years	5-10 years	4-10 years
	Other equipment (e)	3-30 years	5-10 years	5-10 years	8-12.5 years	3-15 years	3-30 years	na	na
Threshold capitalisation levels ($)	Buildings	50 000	1 000	5 000	5 000	5 000	5 000	2 000	5 000
	IT equipment	5 000	5 000	5 000	5 000	5 000	5 000	2 000	5 000
	Other assets	5 000	5 000	5 000	5 000	5 000	5 000	2 000	5 000

Table 4A.14 **Treatment of assets by school education agencies (a), (b), (c)**

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

(a) Market value (MV) is the current (net) value market selling price or exchange value; deprival value may be either the depreciated replacement cost of an asset of a similar service potential or the stream of its future economic benefits. DRC = the depreciated replacement cost; CV = the current value; MV = the current (net) value, market selling price or exchange value; and deprival value may be either the DRC of an asset of a similar service potential or the stream of its future economic benefits.

(b) Estimated as 1/depreciation rate.

(c) Asset lives for some assets have been grouped with other classifications.

(d) For some jurisdictions, office equipment includes furniture and fittings.

(e) For some jurisdictions, other equipment includes information technology.

na Not available.

Source : State and Territory governments (unpublished).

Table 4A.15 **Comparability of government expenditure on government schools — items included, 2006-07 (a)**

	NSW	*Vic* (b)	*Qld* (b)	*WA* (c)	*SA*	*Tas*	*ACT* (b), (c)	*NT* (b)
Salaries	✓	✓	✓	✓	✓	✓	✓	✓
Superannuation	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Workers compensation	✓	✓	✓	✓	✓	✓	✓	✓
Payroll tax (a)	✓	✓	✓	✓ Imputed	✓	✓	✓ Imputed	✓
Basis of estimate	Accrual	Accrual	Accrual	..	Accrual	Accrual	..	Accrual
Termination and long service leave	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Sick leave	✓	✓	✓	✓	✓	✓	✓	✓
Depreciation	✓	✓	✓	✓	✓	✓	✓	✓
Rent	✓	✓	✓	✓	✓	✓	✓	na
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	na
Utilities	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Umbrella department costs	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Per FTE	Formula	Formula	Formula	Per student	Per FTE	Formula	Per student
Notional UCC (a)	✓	✓	✓	✓	✓	✓	✓	✓

✓ Included. ✗ Excluded. FTE = full time equivalent. **..** Not applicable.

(a) Efficiency indicators in this chapter are adjusted for differences in payroll tax and notional UCC.

(b) Umbrella department costs are apportioned according to: use (including enrolment) in Victoria; cost drivers (mainly student numbers) in Queensland; activity-based costing in the ACT; and pro rata costs based on expenditure in the NT.

(c) Education departments in WA and the ACT are exempt from payroll tax.

Source : State and Territory governments (unpublished).

Table 4A.16 **Students-to-staff ratios, 2007 (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools									
Teaching staff (b)									
Primary schools	16.2	15.7	15.5	15.3	15.6	15.6	13.6	13.7	15.7
Secondary schools	12.5	11.8	12.9	11.7	12.7	13.1	12.2	10.9	12.3
All schools	14.4	13.8	14.5	13.8	14.4	14.4	13.0	12.7	14.2
Non-teaching school staff (c), (d)									
Primary schools	48.4	51.1	38.8	29.3	37.0	34.1	45.8	27.5	41.7
Secondary schools	45.1	42.9	37.6	28.4	33.4	32.0	45.1	27.2	39.3
All schools	46.9	47.3	38.4	29.0	35.6	33.2	45.5	27.4	40.7
All school staff (e)									
Primary schools	12.1	12.0	11.1	10.1	11.0	10.7	10.5	9.2	11.4
Secondary schools	9.8	9.2	9.6	8.3	9.2	9.3	9.6	7.8	9.4
All schools	11.0	10.7	10.5	9.4	10.2	10.1	10.1	8.7	10.5
Non-government schools									
Teaching staff (b)									
Primary schools	16.8	15.2	17.4	17.1	16.5	16.6	17.3	17.0	16.5
Secondary schools	11.7	11.3	12.2	12.0	11.7	12.1	12.8	10.6	11.7
All schools	13.8	12.9	14.6	14.2	14.1	13.9	14.7	13.6	13.8
Non-teaching school staff (c), (d)									
Primary schools	54.9	49.9	35.8	30.0	44.6	38.4	71.0	24.4	43.8
Secondary schools	35.6	28.4	25.5	28.3	28.5	27.8	33.0	16.8	29.7
All schools	43.3	35.8	30.2	29.1	36.0	32.1	44.6	20.5	35.6
All school staff (e)									
Primary schools	12.9	11.7	11.7	10.9	12.0	11.6	13.9	10.0	12.0
Secondary schools	8.8	8.1	8.3	8.4	8.3	8.4	9.2	6.5	8.4
All schools	10.5	9.5	9.8	9.5	10.1	9.7	11.0	8.2	9.9
All schools									
Teaching staff (b)									
Primary schools	16.4	15.6	16.0	15.8	15.9	15.8	14.8	14.3	15.9
Secondary schools	12.2	11.6	12.7	11.8	12.3	12.8	12.5	10.8	12.1
All schools	14.2	13.4	14.5	14.0	14.3	14.3	13.6	12.9	14.0
Non-teaching school staff (c), (d)									
Primary schools	50.2	50.7	37.9	29.5	39.1	35.1	53.2	26.8	42.3
Secondary schools	41.0	35.5	32.0	28.3	31.4	30.5	38.8	22.8	35.0
All schools	45.6	42.4	35.4	29.0	35.7	32.9	45.1	25.3	38.9
All school staff (e)									
Primary schools	12.3	11.9	11.3	10.3	11.3	10.9	11.6	9.3	11.6
Secondary schools	9.4	8.7	9.1	8.3	8.8	9.0	9.5	7.3	9.0
All schools	10.8	10.2	10.3	9.4	10.2	10.0	10.5	8.6	10.3

(a) FTE students and FTE staff.

Table 4A.16 **Students-to-staff ratios, 2007 (a)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust

(b) Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students, and support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who, although they may spend the majority of their time in contact with students, are not engaged directly to impart the school curriculum).

(c) Non-teaching staff generally perform their duties in one or more schools/Australian educational establishments as specialist support staff; administrative and clerical staff (including teacher aides and assistants) mainly perfoming general administrative and clerical duties; and building operations, general maintenance and other staff (including staff providing associated technical services and janitorial staff).

(d) The ratio of 'FTE students to FTE non-teaching in school staff' needs to be interpreted with care because it can be affected by:

• the amount of administrative work undertaken by staff nominally classified as teachers (such as principals, assistant principals and senior teachers)

• the proportion of administrative work undertaken outside the school (because administrative tasks such as personnel management are centralised in some jurisdictions but undertaken at the school level in others)

• the extent to which technology is applied to teaching, learning and school administration

• the extent to which there are support staff in the classroom setting and whether these staff are classified as teaching or non-teaching

• the degree to which schools contract out services.

(e) School staff include all teaching staff and those non-teaching staff who spend more than half their time actively engaged in one or more schools (excluding cleaners and emergency and casual relief staff).

Source : ABS 2008, Schools Australia 2007, Cat. no. 4221.0, Canberra.

Table 4A.17 Distribution of school sizes — government schools, 2007 (per cent) (a), (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Primary schools, by size									
1–20	8.9	5.2	12.5	3.9	2.1	1.4	–	17.9	7.4
21–35	7.6	6.2	9.2	4.1	5.8	2.9	–	13.1	6.9
36–100	15.2	15.9	17.5	12.0	18.7	20.7	8.5	20.2	15.9
101–200	13.9	21.1	11.1	17.1	22.2	25.7	23.7	4.8	16.5
201–300	16.6	18.4	9.8	21.8	26.1	26.4	18.6	19.0	17.4
301–600	30.4	27.6	25.4	36.7	24.0	22.1	49.2	23.8	28.7
601–1000	7.3	5.5	13.4	4.5	1.2	0.7	–	1.2	6.8
1001+	0.1	0.2	1.1	–	–	–	–	–	0.3
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Secondary schools, by size									
1–20	–	–	–	–	–	–	–	–	–
21–35	–	–	–	–	–	–	–	–	–
36–100	–	2.7	1.7	2.0	–	–	–	–	1.2
101–200	2.2	6.2	5.7	5.1	4.2	2.6	5.0	9.1	4.3
201–300	5.4	5.0	5.1	8.2	8.3	10.3	5.0	9.1	5.9
301–600	19.5	24.0	18.8	22.4	33.3	41.0	20.0	36.4	22.7
601–1000	49.3	31.8	32.4	41.8	38.9	35.9	70.0	27.3	40.4
1001+	23.6	30.2	36.4	20.4	15.3	10.3	–	18.2	25.5
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Combined primary/secondary schools, by size (c)									
1–20	–	1.8	–	7.6	5.2	3.8	–	2.0	3.0
21–35	–	–	–	–	–	–	–	–	–
36–100	18.2	7.3	20.9	28.3	27.3	11.5	–	46.9	23.4
101–200	25.8	14.5	16.5	25.0	10.4	23.1	–	20.4	18.9
201–300	36.4	30.9	24.2	16.3	28.6	34.6	–	20.4	25.8
301–600	13.6	23.6	16.5	18.5	15.6	26.9	20.0	10.2	17.1
601–1000	1.5	7.3	5.5	3.3	7.8	–	60.0	–	4.8
1001+	4.5	14.5	16.5	1.1	5.2	–	20.0	–	6.9
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source : ABS (unpublished) Schools Australia 2007.

Table 4A.18 **Distribution of school sizes — non-government schools, 2007 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Primary schools, by size									
1–20	3.4	2.5	2.5	2.0	–	–	–	7.1	2.5
21–35	3.7	3.7	3.4	4.6	–	3.4	–	–	3.4
36–100	15.8	14.1	14.3	21.6	16.5	13.8	7.7	28.6	15.6
101–200	26.4	29.8	21.5	19.6	24.8	44.8	26.9	14.3	26.1
201–300	14.0	22.6	12.2	24.8	28.4	17.2	15.4	35.7	18.6
301–600	32.7	24.2	38.4	23.5	24.8	20.7	46.2	14.3	29.5
601–1000	3.9	3.0	7.2	3.9	5.5	–	3.8	–	4.2
1001+	–	–	0.4	–	–	–	–	–	0.1
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Secondary schools, by size									
1–20	3.1	1.8	–	2.4	4.3	–	16.7	14.3	2.5
21–35	3.1	1.8	3.6	2.4	4.3	–	–	–	2.7
36–100	6.8	8.9	10.7	16.7	17.4	28.6	–	42.9	10.4
101–200	2.5	2.7	9.5	7.1	4.3	–	–	14.3	4.5
201–300	3.1	5.4	8.3	2.4	4.3	–	–	14.3	4.7
301–600	21.0	16.1	31.0	11.9	26.1	14.3	–	14.3	20.5
601–1000	45.1	36.6	29.8	50.0	39.1	42.9	16.7	–	39.1
1001+	15.4	26.8	7.1	7.1	–	14.3	66.7	–	15.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Combined primary/secondary schools, by size (c)									
1–20	1.8	3.4	2.1	4.9	–	3.3	–	–	2.4
21–35	1.8	–	–	–	–	–	–	–	0.5
36–100	5.0	5.4	4.2	19.4	3.0	26.7	8.3	13.3	7.9
101–200	7.7	6.7	8.5	8.7	1.5	6.7	8.3	20.0	7.5
201–300	15.8	11.4	9.9	13.6	9.1	16.7	16.7	26.7	13.1
301–600	25.8	24.8	19.7	16.5	30.3	16.7	8.3	20.0	22.8
601–1000	24.9	24.2	24.6	13.6	34.8	26.7	8.3	13.3	23.6
1001+	17.2	24.2	31.0	23.3	21.2	3.3	50.0	6.7	22.2
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source : ABS (unpublished) Schools Australia 2007.

Table 4A.19 **Distribution of school sizes — all schools, 2007 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Primary schools, by size									
1–20	7.6	4.5	10.5	3.5	1.7	1.2	–	16.3	6.3
21–35	6.7	5.6	8.0	4.2	4.6	3.0	–	11.2	6.1
36–100	15.3	15.4	16.9	14.2	18.3	19.5	8.2	21.4	15.9
101–200	16.9	23.4	13.2	17.6	22.7	29.0	24.7	6.1	18.7
201–300	16.0	19.5	10.3	22.5	26.6	24.9	17.6	21.4	17.7
301–600	30.9	26.7	28.0	33.6	24.2	21.9	48.2	22.4	28.9
601–1000	6.5	4.8	12.1	4.4	2.0	0.6	1.2	1.0	6.2
1001+	0.1	0.1	0.9	–	–	–	–	–	0.2
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Secondary schools, by size									
1–20	0.9	0.5	–	0.7	1.1	–	3.8	5.6	0.7
21–35	0.9	0.5	1.2	0.7	1.1	–	–	–	0.8
36–100	2.1	4.6	4.6	6.4	4.2	4.3	–	16.7	3.9
101–200	2.3	5.1	6.9	5.7	4.2	2.2	3.8	11.1	4.4
201–300	4.7	5.1	6.2	6.4	7.4	8.7	3.8	11.1	5.6
301–600	20.0	21.6	22.7	19.3	31.6	37.0	15.4	27.8	22.1
601–1000	48.0	33.2	31.5	44.3	38.9	37.0	57.7	16.7	40.0
1001+	21.1	29.2	26.9	16.4	11.6	10.9	15.4	11.1	22.5
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Combined primary/secondary schools, by size (c)									
1–20	1.4	2.9	1.3	6.2	2.8	3.6	–	1.6	2.7
21–35	1.4	–	–	–	–	–	–	–	0.3
36–100	8.0	5.9	10.7	23.6	16.1	19.6	5.9	39.1	13.8
101–200	11.8	8.8	11.6	16.4	6.3	14.3	5.9	20.3	11.8
201–300	20.6	16.7	15.5	14.9	19.6	25.0	11.8	21.9	18.0
301–600	23.0	24.5	18.5	17.4	22.4	21.4	11.8	12.5	20.6
601–1000	19.5	19.6	17.2	8.7	20.3	14.3	23.5	3.1	16.3
1001+	14.3	21.6	25.3	12.8	12.6	1.8	41.2	1.6	16.3
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero.

Source : ABS (unpublished) Schools Australia 2007.

Table 4A.20 **Full time student enrolments and schools (number) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2003 (August)									
Government schools									
Primary students	444 854	316 475	285 876	149 869	110 217	35 975	20 301	20 146	1 383 713
Secondary students	305 026	218 875	159 149	80 439	57 633	25 182	16 294	8 321	870 919
Total students	**749 880**	**535 350**	**445 025**	**230 308**	**167 850**	**61 157**	**36 595**	**28 467**	**2 254 632**
Primary schools	1 650	1 222	970	517	437	142	66	88	5 092
Secondary schools	367	261	180	97	74	39	22	11	1 051
Combined schools	65	54	86	94	78	25	3	46	451
Special schools	104	78	47	70	20	8	4	5	336
Total schools	**2 186**	**1 615**	**1 283**	**778**	**609**	**214**	**95**	**150**	**6 930**
Non-government schools									
Primary students	181 529	139 029	95 530	54 824	47 727	10 305	11 413	5 100	545 457
Secondary students	175 927	144 724	89 216	48 918	33 238	10 914	12 158	3 436	518 531
Total students	**357 456**	**283 753**	**184 746**	**103 742**	**80 965**	**21 219**	**23 571**	**8 536**	**1 063 988**
Primary schools	517	446	243	154	116	31	26	17	1 550
Secondary schools	148	103	80	39	22	7	6	8	413
Combined schools	209	131	119	91	59	28	10	8	655
Special schools	32	17	3	2	3	1	1	–	59
Total schools	**906**	**697**	**445**	**286**	**200**	**67**	**43**	**33**	**2 677**
All schools									
Primary students	626 383	455 504	381 406	204 693	157 944	46 280	31 714	25 246	1 929 170
Secondary students	480 953	363 599	248 365	129 357	90 871	36 096	28 452	11 757	1 389 450
Total students	**1 107 336**	**819 103**	**629 771**	**334 050**	**248 815**	**82 376**	**60 166**	**37 003**	**3 318 620**
Primary schools	2 167	1 668	1 213	671	553	173	92	105	6 642
Secondary schools	515	364	260	136	96	46	28	19	1 464
Combined schools	274	185	205	185	137	53	13	54	1 106

Table 4A.20 **Full time student enrolments and schools (number) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Special schools	136	95	50	72	23	9	5	5	395
Total schools	**3 092**	**2 312**	**1 728**	**1 064**	**809**	**281**	**138**	**183**	**9 607**
2007 (August)									
Government schools									
Primary students	431 618	311 503	308 698	150 227	106 384	33 883	18 841	20 403	1 381 557
Secondary students	306 019	224 380	170 185	79 384	57 520	25 043	15 776	8 513	886 820
Total students	**737 637**	**535 883**	**478 883**	**229 611**	**163 904**	**58 926**	**34 617**	**28 916**	**2 268 377**
Primary schools	1 643	1 204	936	510	433	140	59	84	5 009
Secondary schools	369	258	176	98	72	39	20	11	1 043
Combined schools	66	55	91	92	77	26	5	49	461
Special schools	112	76	47	69	20	5	4	5	338
Total schools	**2 190**	**1 593**	**1 250**	**769**	**602**	**210**	**88**	**149**	**6 851**
Non-government schools									
Primary students	186 776	142 008	119 376	60 348	50 734	11 123	11 952	5 429	587 746
Secondary students	184 790	155 962	99 644	54 629	36 811	11 810	12 828	3 926	560 400
Total students	**371 566**	**297 970**	**219 020**	**114 977**	**87 545**	**22 933**	**24 780**	**9 355**	**1 148 146**
Primary schools	507	433	237	153	109	29	26	14	1 508
Secondary schools	162	112	84	42	23	7	6	7	443
Combined schools	221	149	142	103	66	30	12	15	738
Special schools	27	5	2	1	3	1	–	–	39
Total schools	**917**	**699**	**465**	**299**	**201**	**67**	**44**	**36**	**2 728**
All schools									
Primary students	618 394	453 511	428 074	210 575	157 118	45 006	30 793	25 832	1 969 303
Secondary students	490 809	380 342	269 829	134 013	94 331	36 853	28 604	12 439	1 447 220
Total students	**1 109 203**	**833 853**	**697 903**	**344 588**	**251 449**	**81 859**	**59 397**	**38 271**	**3 416 523**
Primary schools	2 150	1 637	1 173	663	542	169	85	98	6 517

Table 4A.20 **Full time student enrolments and schools (number) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Secondary schools	531	370	260	140	95	46	26	18	1 486
Combined schools	287	204	233	195	143	56	17	64	1 199
Special schools	139	81	49	70	23	6	4	5	377
Total schools	**3 107**	**2 292**	**1 715**	**1 068**	**803**	**277**	**132**	**185**	**9 579**

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

– Nil or rounded to zero.

Source : ABS 2004, *Schools Australia 2003* , Cat. no. 4221.0; ABS 2008, *Schools Australia 2007* , Cat. no. 4221.0.

Table 4A.21 **Change in number of schools and number of students, 2003–07 (per cent) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2003–07 overall change									
Schools									
Government schools	0.2	-1.4	-2.6	-1.2	-1.1	-1.9	-7.4	-0.7	-1.1
Non-government schools	1.2	0.3	4.5	4.5	0.5	–	2.3	9.1	1.9
All schools	0.5	-0.9	-0.8	0.4	-0.7	-1.4	-4.3	1.1	-0.3
Students									
Government schools	-1.6	0.1	7.6	-0.3	-2.4	-3.6	-5.4	1.6	0.6
Non-government schools	3.9	5.0	18.6	10.8	8.1	8.1	5.1	9.6	7.9
All schools	0.2	1.8	10.8	3.2	1.1	-0.6	-1.3	3.4	3.0
2003–07 average annual change									
Schools									
Government schools	–	-0.3	-0.6	-0.3	-0.3	-0.5	-1.9	-0.2	-0.3
Non-government schools	0.3	0.1	1.1	1.1	0.1	–	0.6	2.2	0.5
All schools	0.1	-0.2	-0.2	0.1	-0.2	-0.4	-1.1	0.3	-0.1
Students									
Government schools	-0.4	0.0	1.9	-0.1	-0.6	-0.9	-1.4	0.4	0.2
Non-government schools	1.0	1.2	4.3	2.6	2.0	2.0	1.3	2.3	1.9
All schools	–	0.4	2.6	0.8	0.3	-0.2	-0.3	0.8	0.7

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

– Nil or rounded to zero.

Source : ABS 2004, *Schools Australia 2003* , Cat. no. 4221.0; ABS 2008, *Schools Australia 2007* , Cat. no. 4221.0.

Table 4A.22 **Indigenous full time students, 2007**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total Indigenous students										
Government schools	no.	37 967	7 586	37 586	18 758	7 517	4 449	904	12 546	127 313
Non-government schools	no.	5 001	923	5 755	3 595	881	679	262	2 772	19 868
All schools	no.	42 968	8 509	43 341	22 353	8 398	5 128	1 166	15 318	147 181
Total students										
Government schools	no.	737 637	535 883	478 883	229 611	163 904	58 926	34 617	28 916	2 268 377
Non-government schools	no.	371 566	297 970	219 020	114 977	87 545	22 933	24 780	9 355	1 148 146
All schools	no.	1 109 203	833 853	697 903	344 588	251 449	81 859	59 397	38 271	3 416 523
Indigenous students as a proportion of all students										
Government schools	%	5.1	1.4	7.8	8.2	4.6	7.6	2.6	43.4	5.6
Non-government schools	%	1.3	0.3	2.6	3.1	1.0	3.0	1.1	29.6	1.7
All schools	%	3.9	1.0	6.2	6.5	3.3	6.3	2.0	40.0	4.3

Source : ABS 2008, *Schools Australia 2007* , Cat. no. 4221.0.

Table 4A.23 **Students from language backgrounds other than English as a proportion of all students (per cent) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*
Government schools								
1996	23.4	23.5	12.1	17.1	15.2	5.8	21.9	32.8
2001	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
2006	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1
Non-government schools								
1996	na	na	na	na	na	na	na	na
2001	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
2006	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
All schools								
1996	26.1	27.3	13.4	20.2	17.9	7.2	22.4	33.0
2001	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
2006	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8

(a) Number of LBOTE students and number of all students. Absolute numbers of LBOTE students are sourced from the 2006 Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection.

(b) The number of students from a language background other than English in each state/territory in government schools, in non-government schools and in total, as a percentage of the total number of students in each state/territory in government schools, in non-government schools and in total. The 2006 data excludes students counted in the external territories.

(c) Based on the numbers of students who fall into categories related to: home language (non-English or English); country of birth of student (non-English or English speaking country); and country of birth of one or both parents (non-English speaking country). Data include Indigenous students whose home language is not English.

(d) The DEEWR definition of students from a non-English speaking background is one used for allocating an element of Australian Government targeted program funds. It may not be the same as definitions adopted by individual jurisdictions. Further allocation of Commonwealth LBOTE funding will not be necessarily based on the 2006 data shown in this table.

(e) There have been some changes to the data collected in the 1996 and 2001 Censuses. Data may not be strictly comparable between these two years.

na Not available.

Source : DEEWR (unpublished) based on the ABS (1996, 2001, 2006) Census of Population and Housing.

Table 4A.24 **Funded students with disabilities, 2007 (a), (b), (c)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total students with disabilities										
Government schools	no.	41 891	28 158	19 504	7 721	14 833	2 981	1 704	3 597	120 389
Non-government schools	no.	12 298	7 842	4 059	2 164	2 714	380	406	231	30 094
All schools	no.	54 189	36 000	23 563	9 885	17 547	3 362	2 110	3 828	150 483
Total students										
Government schools	no.	737 637	535 883	478 883	229 611	163 904	58 926	34 617	28 916	2 268 377
Non-government schools	no.	371 566	297 970	219 020	114 977	87 545	22 933	24 780	9 355	1 148 146
All schools	no.	1 109 203	833 853	697 903	344 588	251 449	81 859	59 397	38 271	3 416 523
Students with disabilities as a proportion of all students										
Government schools	%	5.7	5.3	4.1	3.4	9.0	5.1	4.9	12.4	5.3
Non-government schools	%	3.3	2.6	1.9	1.9	3.1	1.7	1.6	2.5	2.6
All schools	%	4.9	4.3	3.4	2.9	7.0	4.1	3.6	10.0	4.4

(a) To be an eligible student with disabilities, the student (among other things) must 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. Data should be used with caution as these criteria vary across jurisdictions, for example, SA data include a large number of students in the communication and language impairment category. This subset of students is not counted by other States/Territories under funded students with disabilities. Other States/Territories fund these students with other specific programs.

(b) The 'funded' student data used by DEEWR, refers to the FTE number of students that qualify for DEEWR recurrent funding. This excludes Full Fee Paying Overseas students from both the government and non-government sectors as well as a number of schools in the NT (these are funded through the Grants Commission process), and on Christmas and Cocos Islands (funded through the Department of Transport and Regional Services). The DEEWR funded figures also include Pre Year 1 students in part time programmes in Queensland schools.

(c) The ABS total student data refers to full time students.

Source : ABS 2008, *Schools Australia 2007* , Cat. no. 4221.0; DEEWR (unpublished).

Table 4A.25 **Student body mix, government schools (per cent)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT
2003								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	4.5	1.1	6.9	7.2	3.9	7.2	2.3	40.0
Students with disabilities (b)	4.8	4.0	3.4	3.1	7.5	4.8	4.2	16.0
Seniority profile (c)	10.6	11.7	12.0	11.7	11.2	11.0	16.0	9.1
Government students as % of all students (d)	67.7	65.4	70.7	68.9	67.5	74.2	60.8	76.9
2004								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	4.7	1.2	7.0	7.4	4.1	7.4	2.5	40.2
Students with disabilities (b)	5.0	4.3	3.5	3.2	7.8	4.8	4.5	15.0
Seniority profile (c)	10.5	11.7	11.9	11.7	11.2	9.8	15.7	9.9
Government students as % of all students (d)	67.2	65.2	70.2	68.4	66.7	73.9	59.9	76.5
2005								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	4.9	1.3	7.3	7.6	4.2	7.6	2.6	41.2
Students with disabilities (b)	5.2	4.6	3.8	3.1	8.3	4.9	4.7	12.6
Seniority profile (c)	10.4	11.7	11.9	5.6	11.5	10.7	15.8	9.6
Government students as % of all students (d)	66.8	65.0	69.7	67.6	66.0	73.5	59.3	76.4
2006								
LBOTE (a)	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1
Indigenous students	5.0	1.3	7.6	8.0	4.4	7.6	2.6	42.0
Students with disabilities (b)	5.5	5.2	4.0	3.3	8.8	5.0	4.8	12.6
Seniority profile (c)	10.5	11.6	12.2	12.1	11.7	10.8	16.2	10.4
Government students as % of all students (d)	66.7	64.6	69.3	67.2	65.6	72.8	58.9	75.9
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	5.1	1.4	7.8	8.2	4.6	7.6	2.6	43.4
Students with disabilities (b)	5.7	5.3	4.1	3.4	9.0	5.1	4.9	12.4
Seniority profile (c)	10.7	11.8	11.9	11.8	11.7	10.9	16.3	10.2
Government students as % of all students (d)	66.5	64.3	68.6	66.6	65.2	72.0	58.3	75.6

(a) Refer to footnotes for table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.24.

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

(d) Proportion relates to full time students only and does not include the impact of part time enrolments.

Table 4A.25 **Student body mix, government schools (per cent)**

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

Source : ABS 2004, *Schools Australia 2003* , Cat. no. 4221.0; ABS 2005, *Schools Australia 2004* , Cat. no. 4221.0; ABS 2006, *Schools Australia 2005* , Cat. no. 4221.0; ABS 2007, *Schools Australia 2006* , Cat. no. 4221.0; ABS 2008, *Schools Australia 2007* , Cat. no. 4221.0; DEEWR (unpublished).

Table 4A.26 **Student body mix, non-government schools (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*
2003								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.0	0.2	2.5	3.3	0.8	2.4	0.8	27.2
Students with disabilities (b)	2.7	2.0	1.4	1.4	3.1	1.5	1.3	1.7
Seniority profile (c)	13.7	15.7	18.1	16.4	15.1	14.0	24.9	7.3
Non-government students as % of all students	32.3	34.6	29.3	31.1	32.5	25.8	39.2	23.1
2004								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.0	0.2	2.5	3.2	0.9	2.5	0.9	27.3
Students with disabilities (b)	2.8	2.2	1.5	1.5	3.1	1.5	1.3	1.9
Seniority profile (c)	13.7	15.8	17.9	16.7	14.9	13.4	13.4	8.0
Non-government students as % of all students	32.8	34.8	29.8	31.6	33.3	26.1	40.1	23.5
2005								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.1	0.3	2.6	3.3	1.0	2.6	0.7	28.3
Students with disabilities (b)	2.9	2.4	1.6	1.6	3.0	1.6	1.3	2.0
Seniority profile (c)	14.0	15.9	17.7	16.8	15.2	13.0	14.0	8.1
Non-government students as % of all students	33.2	35.0	30.3	32.4	34.0	26.5	40.7	23.6
2006								
LBOTE (a)	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
Indigenous students	1.2	0.3	2.6	3.2	1.0	2.7	0.9	29.3
Students with disabilities (b)	3.1	2.4	1.8	1.7	3.0	1.7	1.4	2.4
Seniority profile (c)	14.3	15.9	17.4	16.8	15.6	13.0	13.8	8.3
Non-government students as % of all students	33.3	35.4	30.7	32.8	34.4	27.2	41.1	24.1
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	1.3	0.3	2.6	3.1	1.0	3.0	1.1	29.6
Students with disabilities (b)	3.3	2.6	1.9	1.9	3.1	1.7	1.6	2.5
Seniority profile (c)	14.3	16.1	16.8	16.5	15.8	13.6	13.8	9.1
Non-government students as % of all students	33.5	35.7	31.4	33.4	34.8	28.0	41.7	24.4

(a) Refer to footnotes for table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.24.

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

Source : ABS 2004, *Schools Australia 2003* , Cat. no. 4221.0; ABS 2005, *Schools Australia 2004* , Cat. no. 4221.0; ABS 2006, *Schools Australia 2005* , Cat. no. 4221.0; ABS 2007, *Schools Australia 200* 6, Cat. no. 4221.0; ABS 2008, *Schools Australia 2007* , Cat. no. 4221.0; DEEWR (unpublished).

Table 4A.27 **Student body mix, all schools (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*
2003								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	3.4	0.8	5.6	6.0	2.9	6.0	1.7	37.1
Students with disabilities (b)	4.1	3.3	2.8	2.6	6.1	4.0	3.0	12.7
Seniority profile (c)	11.6	13.1	13.8	13.2	12.5	11.8	19.5	8.7
2004								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	3.5	0.9	5.7	6.1	3.0	6.1	1.8	37.2
Students with disabilities (b)	4.3	3.6	2.9	2.6	6.2	4.0	3.2	11.9
Seniority profile (c)	11.6	13.1	13.7	13.2	12.5	10.8	14.8	9.5
2005								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	3.6	0.9	5.9	6.2	3.1	6.3	1.8	38.1
Students with disabilities (b)	4.4	3.8	3.1	2.6	6.5	4.0	3.3	10.1
Seniority profile (c)	11.6	13.2	13.7	9.2	12.8	11.3	15.1	9.2
2006								
LBOTE (a)	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8
Indigenous students	3.7	1.0	6.1	6.5	3.2	6.3	1.9	38.9
Students with disabilities (b)	4.7	4.2	3.3	2.7	6.8	4.1	3.4	10.1
Seniority profile (c)	11.8	13.1	13.8	13.7	13.0	11.4	15.2	9.9
2007								
LBOTE (a)	na	na	na	na	na	na	na	na
Indigenous students	3.9	1.0	6.2	6.5	3.3	6.3	2.0	40.0
Students with disabilities (b)	4.9	4.3	3.4	2.9	7.0	4.1	3.6	10.0
Seniority profile (c)	11.9	13.4	13.5	13.4	13.2	11.6	15.3	9.9

(a) Refer to footnotes for table 4A.23. LBOTE data only available for 2006 in this table.

(b) Refer to footnotes for table 4A.24.

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

na Not available.

Source: ABS 2004, *Schools Australia 2003*, Cat. no. 4221.0; ABS 2005, *Schools Australia 2004*, Cat. no. 4221.0; ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS 2008, *Schools Australia 2007*, Cat. no. 4221.0; DEEWR (unpublished).

Table 4A.28 **Proportion of students attending schools in metropolitan, provincial and remote zones, 2007 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Metropolitan zone									
Primary									
Government schools	74.0	72.6	65.2	68.0	66.6	38.7	99.8	..	69.0
Non-government schools	76.9	78.7	74.4	76.6	78.5	52.0	100.0	..	76.2
All schools	74.9	74.5	67.8	70.5	70.5	42.0	99.9	..	71.1
Secondary									
Government schools	71.8	71.9	65.6	68.9	68.2	42.0	100.0	..	68.9
Non-government schools	80.5	79.5	77.0	82.8	83.6	55.3	100.0	..	79.4
All schools	75.1	75.0	69.8	74.5	74.0	46.2	100.0	..	72.9
All school levels									
Government schools	73.1	72.3	65.3	68.3	67.2	40.1	99.9	..	68.9
Non-government schools	78.7	79.1	75.6	79.5	80.7	53.7	100.0	..	77.8
All schools	75.0	74.7	68.5	72.1	71.8	43.9	99.9	..	71.9
Provincial zone									
Primary									
Government schools	25.4	27.3	30.4	21.8	27.9	59.5	0.2	49.4	27.6
Non-government schools	22.6	21.3	23.7	18.7	19.9	46.9	–	55.1	22.2
All schools	24.5	25.4	28.5	20.9	25.3	56.4	0.1	50.7	25.9
Secondary									
Government schools	27.6	28.0	31.6	23.6	27.5	56.7	–	59.7	28.8
Non-government schools	19.5	20.5	22.7	15.3	15.3	44.7	–	61.1	20.0
All schools	24.5	24.9	28.3	20.2	22.9	53.0	–	60.1	25.4
All school levels									
Government schools	26.3	27.6	30.8	22.4	27.8	58.3	0.1	53.3	28.1
Non-government schools	21.0	20.9	23.3	17.1	18.0	45.8	–	57.7	21.1
All schools	24.5	25.2	28.4	20.6	24.4	54.8	0.1	54.4	25.7
Remote zone									
Remote areas									
Primary									
Government schools	0.5	0.1	2.5	6.4	4.2	1.2	..	18.0	2.0
Non-government schools	0.5	–	1.2	2.5	1.3	1.1	..	30.1	1.1
All schools	0.5	0.1	2.1	5.3	3.3	1.2	..	20.8	1.7
Secondary									
Government schools	0.5	0.2	1.7	4.9	3.4	0.8	..	16.7	1.4
Non-government schools	–	–	0.3	1.5	1.1	–	..	30.6	0.5
All schools	0.3	0.1	1.2	3.5	2.5	0.6	..	20.4	1.1
All school levels									
Government schools	0.5	0.1	2.2	5.9	3.9	1.0	..	17.5	1.8
Non-government schools	0.2	–	0.8	2.0	1.2	0.5	..	30.3	0.8
All schools	0.4	0.1	1.8	4.6	3.0	0.9	..	20.6	1.5

Table 4A.28 **Proportion of students attending schools in metropolitan, provincial and remote zones, 2007 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Very remote areas									
Primary									
Government schools	0.1	..	2.0	3.8	1.3	0.6	..	32.6	1.4
Non-government schools	0.1	..	0.6	2.2	0.3	–	..	14.7	0.5
All schools	0.1	..	1.6	3.3	0.9	0.5	..	28.5	1.2
Secondary									
Government schools	0.1	..	1.2	2.7	0.9	0.4	..	23.6	0.9
Non-government schools	–	..	–	0.4	0.1	–	..	8.3	0.1
All schools	0.1	..	0.8	1.8	0.6	0.3	..	19.6	0.6
All school levels									
Government schools	0.1	..	1.7	3.4	1.1	0.5	..	29.2	1.2
Non-government schools	–	..	0.3	1.4	0.2	–	..	12.0	0.3
All schools	0.1	..	1.3	2.7	0.8	0.4	..	25.0	0.9

(a) Geographic categorisation is based on the agreed MCEETYA Geographic Location Classification. See section 4.6 of the chapter for definitions.

(b) Calculated as the number of students attending a particular type of school (such as government primary school) in a particular geographic classification (such as metropolitan zone), divided by the total number of students attending that type of school.

(c) FTE students.

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

Source : DEEWR (unpublished).

Table 4A.29 Proportion of year 3 students who achieved the reading benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	92.2 ± 1.8	90.6 ± 2.1	93.9 ± 1.4	80.4 ± 4.4	91.7 ± 1.7
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	90.5 ± 1.9	88.2 ± 2.3	92.8 ± 1.6	76.6 ± 5.2	86.7 ± 2.5
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	97.0 ± 0.5	96.3 ± 0.6	97.7 ± 0.4	94.6 ± 1.3	94.2 ± 0.5
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	95.6 ± 1.4	94.8 ± 1.7	96.4 ± 1.3	84.1 ± 5.0	95.0 ± 1.8
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	90.9 ± 1.7	88.9 ± 2.0	92.9 ± 1.5	73.3 ± 6.4	89.4 ± 2.1
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	96.5 ± 0.7	95.8 ± 0.9	97.1 ± 0.7	93.7 ± 3.0	91.5 ± 2.5
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.2 ± 0.9	94.0 ± 1.4	96.4 ± 0.8	94.6 ± 5.3	88.1 ± 1.8
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	76.0 ± 3.0	73.7 ± 3.7	78.4 ± 3.2	44.7 ± 4.9	46.9 ± 4.9
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.0 ± 1.5	91.5 ± 1.8	94.6 ± 1.2	82.9 ± 3.6	90.0 ± 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 4A.32 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 4A.33. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

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

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

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 4.6. Table 4A.33 contains more information.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.30 Proportion of year 5 students who achieved the reading benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	90.9 ± 1.0	88.6 ± 1.2	93.3 ± 0.8	75.7 ± 2.8	89.3 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	87.6 ± 2.1	85.3 ± 2.4	89.9 ± 1.8	71.4 ± 5.6	83.1 ± 2.7
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	83.4 ± 2.3	81.4 ± 2.5	85.6 ± 2.1	65.0 ± 4.2	80.1 ± 2.8
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	93.7 ± 1.0	92.4 ± 1.2	95.0 ± 0.9	74.2 ± 3.9	91.7 ± 1.8
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.0 ± 1.2	87.8 ± 1.5	92.2 ± 1.1	60.3 ± 5.2	86.6 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	94.0 ± 1.0	92.9 ± 1.3	95.2 ± 0.9	88.1 ± 3.9	88.3 ± 3.7
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	96.5 ± 0.6	95.6 ± 0.9	97.3 ± 0.7	86.7 ± 7.0	92.0 ± 2.5
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	77.2 ± 2.5	74.1 ± 3.3	80.5 ± 2.9	47.1 ± 4.5	44.8 ± 4.6
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	88.7 ± 1.6	86.6 ± 1.8	90.9 ± 1.4	69.4 ± 3.8	86.2 ± 1.9

(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 4A.32 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 4A.33. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

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

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

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 4.6. Table 4A.33 contains more information.

Source : MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.31 Proportion of year 7 students who achieved the reading benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	88.1 ± 0.8	85.7 ± 0.9	90.6 ± 0.7	68.5 ± 2.1	86.2 ± 1.0
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	93.1 ± 0.5	91.5 ± 0.6	94.8 ± 0.5	77.0 ± 4.1	89.8 ± 0.9
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	94.5 ± 0.7	93.1 ± 0.8	95.9 ± 0.6	85.5 ± 2.1	92.0 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	88.9 ± 1.1	86.6 ± 1.4	91.4 ± 1.1	57.6 ± 3.9	84.1 ± 2.0
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	92.5 ± 0.6	91.0 ± 0.8	94.0 ± 0.6	69.2 ± 4.2	89.1 ± 1.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	88.9 ± 1.0	85.7 ± 1.5	92.2 ± 1.1	75.7 ± 5.7	80.1 ± 5.3
1. 13yrs 1mth					
2. 7yrs 7mths					
ACT	95.0 ± 0.7	93.4 ± 1.1	96.7 ± 0.9	81.6 ± 7.8	85.0 ± 4.9
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	73.9 ± 1.9	72.1 ± 2.7	75.7 ± 2.7	38.8 ± 4.3	39.7 ± 4.0
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	91.0 ± 0.7	89.1 ± 0.9	93.0 ± 0.7	71.0 ± 2.8	86.9 ± 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 4A.32 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 4A.33. Readers are urged to be cautious when comparing results.

(c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.

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

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

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at section 4.6. Table 4A.33 contains more information.

Source : MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.32 **Participation in reading testing by school sector, 2004 (per cent)**

	Assessed government school students (a)			*Assessed non-government school students* (a)			*Assessed students: Government school students* (b)			*Assessed students: Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.6	95.1	95.4	96.5	96.5	96.9	69.9	70.0	62.7	30.1	30.0	37.3
Victoria	93.0	93.1	89.9	93.7	94.2	96.0	69.4	68.8	58.7	30.6	31.2	41.3
Queensland	97.1	97.1	97.2	97.6	97.6	96.6	75.0	74.6	73.2	25.0	25.4	26.8
WA	91.9	92.3	92.2	94.4	95.0	94.6	73.0	72.0	71.2	27.0	28.0	28.8
SA	96.8	97.5	96.7	95.7	95.5	94.7	69.0	69.1	68.5	31.0	30.9	31.5
Tasmania	95.6	95.2	92.9	95.1	94.9	93.6	77.6	76.4	69.3	22.4	23.6	30.7
ACT	94.5	94.5	92.5	93.2	96.6	95.8	64.2	61.3	51.2	35.8	38.7	48.8
NT	80.3	84.1	86.0	84.1	92.2	98.3	78.9	78.8	74.0	21.1	21.2	26.0
Aust	94.5	94.8	94.1	95.5	95.8	96.2	71.3	70.9	65.3	28.7	29.1	34.7

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.33 **Exemptions, absences and participation of equity groups in reading testing, 2004 (per cent)**

	Students exempted (a)			*Students absent or withdrawn* (a)			*Assessed students*								
							Indigenous students (b)			*LBOTE students* (b)			*Assessed students*		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	1.2	1.1	1.0	4.8	4.5	4.1	4.2	4.1	4.9	27.3	26.1	25.6	95.2	95.5	95.4
Victoria	2.5	2.4	1.0	6.8	6.5	7.7	0.8	0.9	1.0	18.1	18.8	18.5	93.2	93.5	89.9
Queensland	2.0	2.0	1.7	2.6	2.5	2.5	6.3	6.3	6.1	7.0	6.6	6.1	97.2	97.2	97.2
WA	0.5	0.4	0.5	7.4	7.0	7.1	5.3	5.1	4.9	9.6	10.0	9.9	92.6	93.1	92.2
SA	2.8	2.7	2.5	3.6	3.1	3.9	3.0	2.7	2.9	11.5	11.6	11.3	96.4	96.9	96.7
Tasmania	1.0	0.8	0.5	4.5	4.8	6.9	6.1	6.4	5.8	4.1	3.8	3.7	95.5	95.2	92.9
ACT	2.1	1.8	1.3	6.0	4.7	5.9	1.7	1.8	1.6	12.5	11.5	4.6	94.0	95.3	92.5
NT (c)	0.3	0.3	0.5	12.5	9.8	12.0	23.5	27.7	27.9	21.1	21.9	24.0	81.1	85.7	86.0
Aust	1.7	1.6	1.2	5.1	4.8	5.1	4.1	4.1	4.3	17.2	16.9	16.3	94.8	95.1	94.1

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at years 3, 5 and 7 in urban schools. In remote schools, students are tested at ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.34 **Proportion of year 3 students who achieved the writing benchmark, 2004 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	95.8 ± 0.8	94.5 ± 1.1	97.1 ± 0.6	86.9 ± 2.7	94.8 ± 0.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	97.1 ± 0.1	96.3 ± 0.2	98.1 ± 0.1	93.5 ± 1.2	94.5 ± 0.1
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	88.4 ± 3.2	85.1 ± 3.9	92.0 ± 2.5	75.0 ± 5.7	87.0 ± 3.2
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	85.5 ± 2.9	81.9 ± 3.4	89.3 ± 2.5	56.9 ± 5.4	84.5 ± 3.2
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	90.0 ± 2.3	87.1 ± 2.7	93.0 ± 1.9	62.1 ± 6.0	86.4 ± 2.5
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.4 ± 1.5	88.3 ± 2.0	94.7 ± 1.4	86.2 ± 3.9	89.5 ± 3.1
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.5 ± 0.9	94.6 ± 1.3	96.5 ± 0.9	95.9 ± 4.6	88.4 ± 2.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	83.8 ± 2.5	81.7 ± 3.7	86.1 ± 2.6	56.7 ± 5.3	58.5 ± 5.2
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.9 ± 1.5	90.9 ± 1.8	95.0 ± 1.2	76.8 ± 4.3	92.5 ± 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).

(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 4A.38. Readers are urged to be cautious when comparing results.

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

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

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

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

Source : MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.35 **Proportion of year 5 students who achieved the writing benchmark, 2004 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	95.9 ± 1.4	94.6 ± 1.9	97.3 ± 1.0	87.4 ± 4.2	94.9 ± 1.4
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	93.4 ± 0.7	91.1 ± 0.9	95.9 ± 0.5	82.2 ± 4.2	92.3 ± 0.7
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	97.1 ± 0.4	96.2 ± 0.5	98.1 ± 0.2	92.6 ± 1.4	94.3 ± 0.4
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.4 ± 1.9	83.5 ± 2.4	91.4 ± 1.5	59.2 ± 4.6	86.0 ± 2.3
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	92.7 ± 1.4	90.3 ± 1.8	95.3 ± 1.1	69.7 ± 5.8	90.1 ± 1.7
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	91.6 ± 1.6	88.6 ± 2.2	94.9 ± 1.4	83.0 ± 4.7	86.6 ± 4.4
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	92.8 ± 2.4	90.8 ± 3.3	94.7 ± 1.9	78.7 ± 9.4	88.1 ± 3.5
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	81.1 ± 1.9	77.8 ± 2.8	84.4 ± 2.2	49.5 ± 4.2	47.1 ± 4.3
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	94.2 ± 1.1	92.3 ± 1.4	96.2 ± 0.8	81.7 ± 3.5	92.6 ± 1.3

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

(b) Students who were absent or withdrawn from testing are not classifed as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across juridictions as shown in table 4A.38. Readers are urged to be cautious when comparing results.

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

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

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

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

Source : MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.36 **Proportion of year 7 students who achieved the writing benchmark, 2004 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	93.7 ± 2.0	91.8 ± 2.5	95.8 ± 1.5	81.8 ± 4.9	93.2 ± 2.3
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	96.0 ± 0.7	94.2 ± 1.1	97.9 ± 0.4	87.1 ± 3.4	95.7 ± 0.8
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	97.3 ± 0.4	96.4 ± 0.6	98.3 ± 0.2	92.3 ± 1.7	95.4 ± 0.5
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	86.6 ± 1.4	81.8 ± 1.9	91.7 ± 1.2	58.2 ± 3.9	84.2 ± 2.2
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	88.0 ± 2.1	84.1 ± 2.7	92.1 ± 1.7	59.4 ± 6.3	85.7 ± 2.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	86.5 ± 1.9	80.2 ± 2.6	92.7 ± 1.5	75.2 ± 6.2	82.6 ± 6.5
1. 13yrs 1mth					
2. 7yrs 7mths					
ACT	93.1 ± 2.1	90.4 ± 3.0	96.0 ± 1.4	79.7 ± 9.4	81.2 ± 5.2
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	79.4 ± 1.9	76.3 ± 2.6	82.7 ± 2.5	42.4 ± 4.2	43.0 ± 4.4
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	93.6 ± 1.3	91.3 ± 1.7	95.9 ± 0.9	78.8 ± 3.8	92.3 ± 1.8

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

(b) Students who were absent or withdrawn from testing are not classifed as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across juridictions as shown in as shown in table 4A.38. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source : MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.37 **Participation in writing testing by school sector, 2004 (per cent)**

	Assessed government school students (a)			*Assessed non-government school students* (a)			*Assessed students*					
							Government school students (b)			*Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.2	94.6	95.4	95.9	96.3	96.9	70.0	69.9	62.7	30.0	30.1	37.3
Victoria	92.6	92.7	89.3	93.5	93.8	95.7	69.4	68.8	58.6	30.6	31.2	41.4
Queensland	96.9	97.0	97.0	97.5	97.5	96.5	75.0	74.6	73.1	25.0	25.4	26.9
WA	91.0	91.3	91.6	93.1	94.2	93.4	73.1	72.0	71.4	26.9	28.0	28.6
SA	96.6	97.2	96.6	95.5	95.4	94.7	69.0	69.0	68.5	31.0	31.0	31.5
Tasmania	93.8	93.6	90.6	95.4	95.2	92.7	77.2	76.0	69.0	22.8	24.0	31.0
ACT	94.5	93.6	92.0	93.2	95.6	95.1	64.2	61.3	51.3	35.8	38.7	48.7
NT	70.4	71.3	81.3	87.8	92.4	96.4	75.9	75.9	73.3	24.1	24.1	26.7
Aust	93.9	94.2	93.8	95.1	95.5	95.9	71.2	70.8	65.3	28.8	29.2	34.7

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source : MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.38 **Exemptions, absences and participation of equity groups in writing testing, 2004 (per cent)**

	Students exempted (a)			*Students absent or withdrawn* (a)			*Assessed students*								
							Indigenous students (b)			*LBOTE students* (b)			*Assessed students*		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	Year 7
NSW	1.1	1.0	0.7	5.3	4.9	4.0	4.2	4.4	4.9	26.6	25.7	25.6	94.7	95.1	95.4
Victoria	2.5	2.4	1.0	7.1	7.0	8.2	0.8	0.9	1.0	18.0	18.7	18.4	92.9	93.0	89.3
Queensland	2.0	2.0	1.7	2.7	2.6	2.7	6.3	6.3	6.1	7.0	6.6	6.1	97.1	97.1	97.0
WA	0.5	0.4	0.5	8.4	7.9	7.9	5.0	4.9	4.7	9.4	9.8	9.7	91.6	92.1	91.6
SA	2.7	2.7	2.5	3.7	3.4	4.0	2.6	2.7	2.9	11.4	11.6	11.3	96.3	96.6	96.6
Tasmania	1.0	0.8	0.6	5.8	6.0	8.8	6.0	6.1	5.4	4.0	3.7	3.6	94.2	94.0	90.6
ACT	2.0	1.8	1.3	6.0	5.6	6.5	1.7	1.8	1.6	12.5	11.4	4.6	94.0	94.4	92.0
NT (c)	0.3	0.3	0.5	19.8	14.0	16.4	17.5	24.2	24.0	15.8	18.6	20.5	73.9	81.8	81.3
Aust	1.7	1.6	1.1	5.6	5.3	5.4	3.9	4.1	4.2	16.8	16.6	16.2	94.3	94.6	93.8

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.39 Proportion of year 3 students who achieved the numeracy benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	95.8 ± 0.8	95.4 ± 0.8	96.2 ± 0.7	89.5 ± 2.4	94.7 ± 0.8
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	96.0 ± 0.5	95.4 ± 0.4	96.6 ± 0.6	88.2 ± 2.5	92.8 ± 0.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	90.5 ± 1.9	90.6 ± 1.7	90.5 ± 2.1	74.3 ± 4.2	87.2 ± 2.3
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	89.9 ± 2.6	89.5 ± 2.6	90.3 ± 2.8	68.1 ± 6.8	88.7 ± 2.9
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	91.5 ± 1.8	90.6 ± 1.8	92.4 ± 1.9	68.0 ± 6.4	87.5 ± 2.4
1. 8 years, 8 months					
2. 3 years, 6 months					
Tasmania	93.7 ± 1.4	93.0 ± 1.7	94.5 ± 1.4	89.1 ± 4.4	87.4 ± 4.8
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.3 ± 1.2	94.9 ± 1.6	95.8 ± 1.3	91.8 ± 7.7	88.3 ± 2.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	88.0 ± 2.5	88.0 ± 2.8	88.0 ± 2.8	69.0 ± 5.7	69.4 ± 5.7
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.7 ± 1.2	93.3 ± 1.2	94.1 ± 1.3	79.2 ± 4.1	92.3 ± 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).

(b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.

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

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

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

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

Source : MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5.*

Table 4A.40 **Proportion of year 5 students who achieved the numeracy benchmark, 2004 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	92.2 ± 1.2	91.9 ± 1.1	92.5 ± 1.3	77.0 ± 3.6	91.0 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	94.7 ± 0.7	94.3 ± 0.7	95.2 ± 0.8	85.8 ± 3.4	92.4 ± 0.9
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	89.3 ± 1.6	89.3 ± 1.5	89.2 ± 1.7	71.7 ± 3.6	86.2 ± 1.9
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.1 ± 1.6	86.9 ± 1.7	87.3 ± 1.6	56.6 ± 4.2	82.8 ± 2.2
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.0 ± 1.3	89.6 ± 1.3	90.5 ± 1.4	62.4 ± 5.4	87.6 ± 2.1
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.2 ± 1.5	89.2 ± 1.7	89.2 ± 1.8	81.9 ± 5.0	82.0 ± 5.1
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	92.1 ± 1.2	91.6 ± 1.5	92.6 ± 1.5	72.0 ± 10.6	85.3 ± 3.0
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	71.5 ± 2.5	70.5 ± 3.0	72.6 ± 3.1	38.8 ± 3.8	36.5 ± 4.0
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	91.2 ± 1.2	91.0 ± 1.2	91.5 ± 1.3	69.4 ± 3.9	89.3 ± 1.4

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

(b) Students who were absent or withdrawn from testing are not classifed as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across juridictions as shown in table 4A.43. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source : MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.41 **Proportion of year 7 students who achieved the numeracy benchmark, 2004 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW (g)	76.1 ± 0.9	75.5 ± 1.0	76.8 ± 1.0	46.6 ± 2.1	75.8 ± 1.1
1. 12yrs 6mths					
2. 7yrs 4mths					
Victoria	85.8 ± 0.7	86.1 ± 0.7	85.5 ± 0.8	62.9 ± 4.5	82.0 ± 1.1
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	84.6 ± 0.6	84.9 ± 0.6	84.3 ± 0.7	60.6 ± 2.1	82.3 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.6 ± 0.8	83.7 ± 1.0	85.6 ± 0.8	47.8 ± 2.8	79.4 ± 1.7
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	87.3 ± 1.0	87.6 ± 1.2	87.1 ± 1.1	59.1 ± 5.6	84.6 ± 1.9
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	80.9 ± 1.3	79.1 ± 1.7	82.6 ± 1.6	67.9 ± 5.0	70.6 ± 6.1
1. 13yrs 1mth					
2. 7yrs 7mths					
ACT	87.7 ± 1.1	87.0 ± 1.6	88.5 ± 1.5	65.0 ± 10.8	76.3 ± 5.7
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	66.1 ± 2.1	66.6 ± 3.0	65.5 ± 2.7	26.8 ± 3.7	30.9 ± 4.0
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	82.1 ± 0.8	81.9 ± 0.9	82.3 ± 0.9	51.9 ± 2.8	77.9 ± 1.3

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

(b) Students who were absent or withdrawn from testing are not classifed as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across juridictions as shown in table 4A.43. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

Table 4A.41 **Proportion of year 7 students who achieved the numeracy benchmark, 2004 (per cent) (a), (b), (c)**

1 *Average age* (d) 2 *Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

(i) a lower proportion of year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks

(ii) a lower proprtion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling. The national benchmark results show that NSW students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

Source : MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.42 **Participation in numeracy testing by school sector, 2004 (per cent)**

	Assessed government school students (a)			*Assessed non-government school students* (a)			*Assessed students*					
							Government school students (b)			*Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.6	95.0	93.3	96.6	96.6	95.7	69.9	70.0	62.4	30.1	30.0	37.6
Victoria	93.3	93.3	90.0	94.0	94.3	96.0	69.4	68.8	58.7	30.6	31.2	41.3
Queensland	97.7	98.0	97.9	98.0	97.9	97.1	75.0	74.7	73.2	25.0	25.3	26.8
WA	92.5	92.8	92.7	94.7	95.3	94.7	73.1	72.1	71.3	26.9	27.9	28.7
SA	95.9	96.4	95.6	95.6	95.8	94.8	68.8	68.8	68.3	31.2	31.2	31.7
Tasmania	95.9	95.6	92.9	95.6	96.1	94.1	77.5	76.2	69.2	22.5	23.8	30.8
ACT	96.1	95.3	92.6	94.3	97.6	96.5	64.4	61.2	51.0	35.6	38.8	49.0
NT	83.7	87.2	88.9	90.6	94.1	99.5	78.4	79.1	74.4	21.6	20.9	25.6
Aust	94.7	95.0	93.7	95.8	96.1	95.9	71.3	70.9	65.3	28.7	29.1	34.7

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.43 **Exemptions, absences and participation of equity groups in numeracy testing, 2004 (per cent)**

	Students exempted (a)			*Students absent or withdrawn* (a)			*Assessed students*								
							Indigenous students (b)			*LBOTE students* (b)			*Assessed students*		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	1.2	1.1	0.6	4.8	4.5	5.8	4.2	4.1	4.4	27.3	26.1	25.1	95.2	95.5	93.3
Victoria	2.5	2.4	1.0	6.5	6.4	7.6	0.8	0.9	1.0	18.1	18.8	18.5	93.5	93.6	90.0
Queensland	2.0	2.0	1.7	2.0	1.8	1.9	6.4	6.5	6.3	7.1	6.7	6.2	97.8	98.0	97.9
WA	0.5	0.4	0.5	6.9	6.5	6.8	5.6	5.3	5.1	9.7	10.1	10.0	93.1	93.5	92.7
SA	2.5	2.7	2.5	4.2	3.8	4.6	2.9	2.5	2.7	11.4	11.4	11.1	95.8	96.2	95.6
Tasmania	1.0	0.8	0.5	4.2	4.3	6.8	6.2	6.4	5.5	4.1	3.9	3.8	95.8	95.7	92.9
ACT	2.0	1.8	1.3	4.6	3.8	5.5	1.8	1.9	1.6	12.7	11.7	4.8	95.4	96.2	92.6
NT (c)	0.3	0.3	0.3	8.4	6.9	9.5	27.4	30.6	30.2	24.7	24.4	26.0	85.1	88.6	88.9
Aust	1.7	1.6	1.1	4.8	4.6	5.5	4.2	4.1	4.1	17.3	16.9	16.2	95.0	95.3	93.7

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source : MCEETYA 2007a, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.44 Proportion of year 3 students who achieved the reading benchmark, 2005 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	93.3 ± 1.6	92.0 ± 1.8	94.7 ± 1.3	81.8 ± 3.9	92.7 ± 1.5
1. 8yrs 9mths					
2. 3yrs 7mths					
Victoria	91.7 ± 1.9	90.0 ± 2.3	93.7 ± 1.6	83.6 ± 5.1	93.3 ± 2.2
1. 9yrs 0mths					
2. 3yrs 7mths					
Queensland	93.7 ± 1.2	92.1 ± 1.5	95.5 ± 1.0	83.2 ± 3.9	91.2 ± 1.3
1. 8yrs 4mths					
2. 2yrs 8mths					
WA	93.6 ± 1.7	92.3 ± 2.0	95.0 ± 1.5	73.8 ± 6.6	91.4 ± 2.4
1. 8yrs 5mths					
2. 3yrs 7mths					
SA	91.1 ± 1.6	89.2 ± 1.8	93.1 ± 1.4	71.0 ± 4.8	93.8 ± 2.1
1. 8yrs 6mths					
2. 3yrs 3mths					
Tasmania	94.9 ± 1.5	93.5 ± 1.9	96.3 ± 1.3	87.4 ± 5.0	93.5 ± 2.8
1. 9yrs 1mth					
2. 3yrs 7mths					
ACT	96.3 ± 0.8	95.2 ± 1.1	97.4 ± 0.7	95.3 ± 4.5	93.6 ± 1.3
1. 8yrs 10mths					
2. 3yrs 6mths					
NT	70.4 ± 2.7	67.3 ± 3.5	73.6 ± 3.1	40.1 ± 4.4	41.5 ± 4.4
1. 8yrs 8mths					
2. 3yrs 3mths					
Australia	92.7 ± 1.6	91.2 ± 1.9	94.4 ± 1.3	78.0 ± 4.3	92.0 ± 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).

(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 4A.49. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.45 Proportion of year 5 students who achieved the reading benchmark, 2005 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	89.7 ± 1.6	87.9 ± 1.8	91.5 ± 1.5	72.3 ± 3.5	87.2 ± 1.9
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	88.7 ± 1.8	86.4 ± 2.0	91.2 ± 1.6	73.7 ± 5.5	89.3 ± 2.1
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	79.7 ± 2.4	75.7 ± 2.6	83.9 ± 2.1	52.2 ± 4.2	74.8 ± 2.9
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	91.6 ± 1.5	89.6 ± 1.8	93.7 ± 1.3	64.7 ± 4.8	89.3 ± 2.0
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	89.0 ± 1.2	86.7 ± 1.5	91.4 ± 1.1	63.9 ± 4.7	87.1 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	92.8 ± 1.1	90.9 ± 1.5	94.9 ± 1.0	87.3 ± 3.7	87.3 ± 3.1
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	94.9 ± 0.8	93.8 ± 1.2	96.2 ± 0.9	85.2 ± 6.5	92.9 ± 1.6
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	73.1 ± 2.0	71.2 ± 2.6	75.2 ± 2.5	40.7 ± 3.7	40.0 ± 3.8
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	87.5 ± 1.8	85.1 ± 2.0	90.1 ± 1.6	62.8 ± 4.1	86.2 ± 2.1

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

(b) Students who were absent or withdrawn from testing are not classifed as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across juridictions as shown in table 4A.49. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.46 Proportion of year 7 students who achieved the reading benchmark, 2005 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	88.1 ± 0.8	85.4 ± 0.9	91.0 ± 0.8	69.4 ± 2.2	86.8 ± 1.1
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	95.1 ± 0.5	93.8 ± 0.6	96.5 ± 0.4	85.0 ± 3.3	94.3 ± 0.8
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	88.1 ± 1.1	85.6 ± 1.3	90.9 ± 0.9	64.9 ± 2.9	83.2 ± 1.7
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	85.6 ± 0.8	83.3 ± 1.0	88.0 ± 0.9	46.8 ± 3.0	81.4 ± 1.9
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	93.8 ± 0.6	92.4 ± 0.8	95.2 ± 0.7	69.4 ± 4.7	90.5 ± 1.5
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	88.3 ± 0.9	85.4 ± 1.3	91.2 ± 1.2	78.0 ± 4.2	80.0 ± 4.6
1. 13yrs 1mth					
2. 7yrs 7mths					
ACT	93.5 ± 0.8	92.4 ± 1.3	94.7 ± 0.9	76.9 ± 10.6	89.0 ± 2.4
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	71.6 ± 1.9	66.7 ± 2.8	76.5 ± 2.6	36.8 ± 3.4	36.0 ± 3.5
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	89.8 ± 0.8	87.6 ± 1.0	92.2 ± 0.8	63.8 ± 2.9	87.9 ± 1.2

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

(b) Students who were absent or withdrawn from testing are not classifed as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across juridictions as shown in table 4A.49. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.47 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by geolocation, 2005 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Metropolitan	93.9 ± 1.4	92.0 ± 1.8	94.2 ± 1.1	95.1 ± 1.4	92.2 ± 1.4	95.8 ± 1.3	96.3 ± 0.8	..	93.5 ± 1.4
Provincial	91.8 ± 2.0	91.0 ± 2.3	93.6 ± 1.4	92.5 ± 2.4	89.1 ± 2.2	94.2 ± 1.7	..	79.6 ± 3.1	91.7 ± 2.0
Remote	83.1 ± 5.3	84.8 ± 10.6	88.6 ± 3.2	87.7 ± 3.8	86.9 ± 3.3	97.4 ± 5.7	..	75.0 ± 4.3	85.6 ± 3.9
Very remote	78.0 ± 8.6	..	80.0 ± 5.5	75.9 ± 6.4	77.3 ± 8.0	97.1 ± 5.7	..	40.8 ± 4.5	68.6 ± 5.8
Year 5									
Metropolitan	90.1 ± 1.6	89.1 ± 1.8	81.3 ± 2.3	93.3 ± 1.4	90.4 ± 1.2	93.8 ± 1.2	94.9 ± 0.8	..	88.6 ± 1.7
Provincial	88.8 ± 1.8	87.5 ± 2.1	78.5 ± 2.6	90.3 ± 1.9	87.0 ± 1.7	92.3 ± 1.3	..	86.1 ± 1.9	86.3 ± 2.0
Remote	75.3 ± 4.8	83.0 ± 12.5	66.5 ± 4.0	84.8 ± 3.0	83.4 ± 3.2	88.2 ± 8.2	..	75.7 ± 4.0	77.6 ± 3.8
Very remote	72.4 ± 9.3	..	50.4 ± 4.9	67.5 ± 5.6	59.2 ± 8.5	84.7 ± 16.1	..	39.4 ± 4.3	53.9 ± 5.5
Year 7									
Metropolitan	89.0 ± 0.8	95.3 ± 0.5	89.3 ± 1.0	87.6 ± 0.8	94.8 ± 0.6	88.9 ± 1.3	93.5 ± 0.8	..	91.0 ± 0.8
Provincial	86.1 ± 1.1	94.4 ± 0.6	87.4 ± 1.3	84.4 ± 1.3	92.4 ± 1.1	88.1 ± 1.2	..	84.2 ± 2.0	88.6 ± 1.1
Remote	69.6 ± 6.6	94.5 ± 6.3	77.5 ± 3.0	78.5 ± 2.6	91.9 ± 2.8	78.8 ± 14.1	..	69.7 ± 4.4	78.5 ± 3.5
Very remote	61.3 ± 10.3	..	60.6 ± 5.4	53.0 ± 4.6	60.7 ± 8.7	..	..	40.6 ± 4.1	53.2 ± 5.3

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

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not applicable.

.. Not applicable.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.48 **Participation in reading testing by school sector, 2005 (per cent)**

	Assessed government school students (a)			*Assessed non-government school students* (a)			*Assessed students: Government school students* (b)			*Assessed students: Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.1	94.9	94.9	95.4	95.4	97.0	69.7	70.1	62.7	30.3	29.9	37.3
Victoria	90.9	91.3	89.8	93.0	93.4	94.4	68.7	68.0	59.1	31.3	32.0	40.9
Queensland	96.8	97.0	96.8	96.4	96.8	96.7	74.3	73.7	72.5	25.7	26.3	27.5
WA	92.6	92.5	95.3	93.4	94.9	97.2	68.8	72.1	71.3	31.2	27.9	28.7
SA	98.1	98.5	98.3	95.6	95.2	95.0	68.1	69.1	67.5	31.9	30.9	32.5
Tasmania	95.6	95.5	92.7	94.9	94.6	93.7	77.0	76.1	68.3	23.0	23.9	31.7
ACT	93.9	94.8	90.2	92.4	95.2	93.6	63.9	60.9	50.9	36.1	39.1	49.1
NT	84.4	88.0	84.8	88.9	90.4	92.3	78.7	79.2	72.1	21.3	20.8	27.9
Aust	94.0	94.7	94.2	94.7	96.1	95.9	70.5	71.1	65.2	29.5	28.9	34.8

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.49 **Exemptions, absences and participation by equity group in reading testing, 2005 (per cent)**

	Students exempted (a)			*Students absent or withdrawn* (a)			*Assessed students*								
							Indigenous students (b)			*LBOTE students* (b)			*All students*		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	1.0	0.9	0.7	5.5	5.0	4.4	4.1	4.3	4.8	27.6	26.3	26.2	94.5	95.0	95.6
Victoria	2.3	2.0	0.9	8.5	8.0	8.4	0.9	0.9	0.8	22.7	22.0	21.5	91.5	92.0	91.6
Queensland	2.0	1.9	2.0	3.3	3.0	3.2	6.4	6.5	6.1	7.1	6.8	6.4	96.7	96.9	96.8
WA	0.7	0.7	0.6	7.2	6.8	4.2	5.6	5.1	5.5	8.5	9.5	8.7	92.8	93.2	95.8
SA	3.3	2.7	2.7	2.7	2.5	2.8	3.0	2.9	3.1	11.1	11.2	11.1	97.3	97.5	97.2
Tasmania	0.8	1.0	0.7	4.6	4.7	7.0	5.5	6.5	6.0	4.9	4.5	4.0	95.4	95.3	93.0
ACT	2.2	2.2	1.4	6.7	5.1	8.2	1.8	2.2	1.7	19.8	15.8	11.7	93.3	94.9	91.8
NT (c)	0.7	1.2	0.8	12.5	10.3	10.1	27.8	29.9	28.8	24.0	26.4	24.0	84.8	88.5	86.6
Aust	1.7	1.5	1.2	5.8	5.4	5.2	4.1	4.2	4.3	18.9	17.8	17.3	94.2	94.1	94.8

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.50 Proportion of year 3 students who achieved the writing benchmark, 2005 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	93.6 ± 1.9	91.7 ± 2.3	95.6 ± 1.4	80.6 ± 4.9	92.5 ± 1.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria (g)	97.5 ± 0.1	97.1 ± 0.1	98.2 ± 0.0	98.6 ± 0.4	99.5 ± 0.1
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	89.3 ± 2.6	85.7 ± 3.3	93.1 ± 2.0	74.6 ± 5.0	88.4 ± 2.3
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	86.8 ± 1.6	82.9 ± 2.0	91.1 ± 1.3	56.1 ± 4.4	84.6 ± 2.5
1. 8 years, 5 months					
2. 3 years, 7 months					
SA	91.8 ± 2.7	89.5 ± 3.2	94.3 ± 2.3	71.7 ± 6.8	94.9 ± 3.1
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.9 ± 1.4	88.8 ± 1.9	95.2 ± 1.1	85.5 ± 5.1	91.9 ± 2.7
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	94.0 ± 1.4	91.8 ± 2.0	96.3 ± 1.0	87.6 ± 11.3	92.0 ± 1.9
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	73.5 ± 2.6	70.2 ± 3.4	77.0 ± 3.0	40.3 ± 4.3	40.4 ± 4.2
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.8 ± 1.6	90.7 ± 2.0	95.1 ± 1.3	74.0 ± 4.7	93.4 ± 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).

(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 4A.55. Readers are urged to be cautious when comparing results.

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

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

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

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

(g) Victoria has advised that the increase in 2005 (and 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions.

Table 4A.50 **Proportion of year 3 students who achieved the writing benchmark, 2005 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.51 **Proportion of year 5 students who achieved the writing benchmark, 2005 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	94.3 ± 1.9	92.6 ± 2.4	96.0 ± 1.4	81.5 ± 5.5	93.0 ± 1.9
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria (g)	97.4 ± 0.1	96.7 ± 0.1	98.4 ± 0.1	95.8 ± 1.6	99.0 ± 0.1
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	92.0 ± 1.5	89.3 ± 1.9	94.8 ± 1.1	79.0 ± 3.4	88.9 ± 1.5
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	86.8 ± 1.7	83.1 ± 2.2	90.6 ± 1.3	56.4 ± 4.0	85.7 ± 2.0
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	92.1 ± 1.4	89.8 ± 1.8	94.6 ± 1.1	73.2 ± 4.8	93.7 ± 1.8
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	90.1 ± 1.4	86.4 ± 1.9	94.0 ± 1.3	82.0 ± 4.3	87.0 ± 2.9
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	92.6 ± 2.3	90.5 ± 2.9	94.9 ± 1.9	80.4 ± 9.9	91.0 ± 3.1
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	72.4 ± 2.3	69.4 ± 3.2	75.8 ± 2.5	36.1 ± 3.7	35.5 ± 3.8
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	93.3 ± 1.3	91.3 ± 1.7	95.4 ± 1.0	74.3 ± 4.3	93.1 ± 1.4

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

(b) Students who were absent or withdrawn from testing are not classifed as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across juridictions as shown in table 4A.55. Readers are urged to be cautious when comparing results.

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

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

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

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

(g) Victoria has advised that the increase in 2005 (and 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions.

Table 4A.51 **Proportion of year 5 students who achieved the writing benchmark, 2005 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.52 **Proportion of year 7 students who achieved the writing benchmark, 2005 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	92.1 ± 2.2	89.3 ± 2.9	95.0 ± 1.6	75.3 ± 5.6	92.1 ± 2.4
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	94.7 ± 0.5	92.1 ± 0.8	97.4 ± 0.3	83.9 ± 3.6	95.7 ± 0.6
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	95.0 ± 0.6	93.1 ± 0.9	97.1 ± 0.4	83.8 ± 2.1	92.1 ± 0.9
1. 12yrs 8mths					
2. 6yrs 8mths					
WA	87.7 ± 1.6	83.7 ± 2.0	91.9 ± 1.2	56.7 ± 4.9	86.3 ± 2.1
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	87.7 ± 2.9	84.1 ± 3.6	91.5 ± 2.2	60.3 ± 6.3	85.8 ± 3.2
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	83.6 ± 2.2	77.4 ± 2.9	89.8 ± 1.8	74.6 ± 5.5	76.5 ± 5.2
1. 13yrs 1mth					
2. 7yrs 7mths					
ACT	92.1 ± 2.7	89.5 ± 3.6	94.9 ± 2.0	78.9 ± 12.7	89.6 ± 4.0
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	72.6 ± 2.0	67.3 ± 2.9	78.0 ± 2.6	34.6 ± 3.6	32.2 ± 3.9
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	92.2 ± 1.5	89.3 ± 2.0	95.2 ± 1.1	72.3 ± 4.3	91.6 ± 1.8

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

(b) Students who were absent or withdrawn from testing are not classifed as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across juridictions as shown in table 4A.55. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) Victoria has advised that the increase in 2005 (and 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions.

Table 4A.52 **Proportion of year 7 students who achieved the writing benchmark, 2005 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.53 **Proportion of year 3, 5 and 7 students achieving the writing benchmark, by geolocation, 2005 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Metropolitan	94.1 ± 1.7	97.3 ± 0.1	90.2 ± 2.4	89.0 ± 1.5	92.6 ± 2.5	93.2 ± 1.2	94.0 ± 1.4	..	93.7 ± 1.5
Provincial	92.5 ± 2.2	98.1 ± 0.1	88.6 ± 2.9	84.9 ± 2.0	90.7 ± 3.3	91.1 ± 1.8	..	85.3 ± 2.9	92.1 ± 1.9
Remote	82.0 ± 6.1	96.2 ± 0.0	82.2 ± 4.5	78.7 ± 3.9	89.5 ± 4.7	92.1 ± 7.5	..	78.3 ± 4.1	82.5 ± 4.5
Very remote	79.9 ± 8.7	..	74.1 ± 5.7	60.4 ± 6.1	81.5 ± 8.4	82.8 ± 14.5	..	37.4 ± 4.7	62.3 ± 6.0
Year 5									
Metropolitan	94.7 ± 1.7	97.4 ± 0.1	92.6 ± 1.4	89.2 ± 1.6	92.8 ± 2.6	90.7 ± 1.6	92.6 ± 2.3	..	94.2 ± 1.3
Provincial	93.3 ± 2.3	97.5 ± 0.2	91.6 ± 1.7	84.3 ± 2.4	91.5 ± 3.1	90.0 ± 1.7	..	86.8 ± 2.5	92.7 ± 1.7
Remote	82.3 ± 6.4	91.0 ± 3.7	86.5 ± 3.1	77.3 ± 3.2	89.1 ± 5.2	84.3 ± 9.1	..	77.2 ± 4.2	82.3 ± 4.1
Very remote	87.2 ± 9.7	..	78.1 ± 4.3	57.6 ± 5.2	74.9 ± 8.9	76.2 ± 16.3	..	31.6 ± 3.9	60.2 ± 5.2
Year 7									
Metropolitan	93.0 ± 2.1	95.4 ± 0.5	95.4 ± 0.6	89.8 ± 1.5	89.1 ± 2.7	85.0 ± 2.1	92.1 ± 2.7	..	93.3 ± 1.4
Provincial	90.0 ± 2.6	92.7 ± 0.8	95.0 ± 0.7	85.4 ± 2.1	85.7 ± 3.5	82.8 ± 2.6	..	87.5 ± 2.0	90.7 ± 1.8
Remote	70.8 ± 6.8	95.4 ± 5.0	90.9 ± 2.1	80.2 ± 3.1	86.3 ± 5.2	60.0 ± 16.2	..	71.6 ± 4.4	82.1 ± 3.8
Very remote	64.7 ± 11.3	..	79.3 ± 3.4	59.9 ± 5.9	45.4 ± 9.3	..	..	34.7 ± 4.1	59.1 ± 5.0

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

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not applicable.

.. Not applicable.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.54 Participation in writing testing by school sector, 2005 (per cent)

	Assessed			*Assessed*			*Assessed students*					
	government school students (a)			*non-government school students* (a)			*Government school students* (b)			*Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.1	94.8	94.9	95.3	95.5	96.8	69.7	70.1	62.8	30.3	29.9	37.2
Victoria	90.6	90.9	90.1	92.7	93.2	94.5	68.7	68.0	59.2	31.3	32.0	40.8
Queensland	96.8	96.9	96.8	96.3	96.7	96.7	74.3	73.7	72.5	25.7	26.3	27.5
WA	91.7	92.2	90.7	92.4	93.7	93.4	68.9	72.2	71.1	31.1	27.8	28.9
SA	98.1	98.5	98.3	95.6	94.7	94.3	68.1	69.2	67.6	31.9	30.8	32.4
Tasmania	95.1	94.1	91.0	94.7	94.6	93.3	77.0	75.8	67.9	23.0	24.2	32.1
ACT	93.1	94.1	89.9	92.0	95.2	94.5	63.8	60.7	50.6	36.2	39.3	49.4
NT	87.8	89.1	85.8	89.2	89.8	90.2	79.3	79.5	72.8	20.7	20.5	27.2
Aust	93.9	94.2	93.7	94.5	94.8	95.5	70.5	70.6	65.2	29.5	29.4	34.8

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.55 **Exemptions, absences and participation by equity group in writing testing, 2005 (per cent)**

	Students			*Students*			*Assessed students*								
	exempted (a)			*absent or withdrawn* (a)			*Indigenous students* (b)			*LBOTE students* (b)			*All students*		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	1.0	0.9	0.7	5.5	5.0	4.4	4.2	4.3	4.8	27.6	26.3	26.2	94.5	95.0	95.6
Victoria	2.2	2.0	0.9	8.8	8.4	8.7	0.9	0.8	0.8	22.6	22.0	21.4	91.3	91.6	91.3
Queensland	2.0	1.9	2.0	3.3	3.1	3.2	6.4	6.5	6.1	7.1	6.8	6.3	96.7	96.9	96.7
WA	0.7	0.7	0.6	8.1	7.4	8.5	5.4	5.0	4.6	8.4	9.4	8.3	91.9	92.6	91.5
SA	3.2	2.7	2.7	2.7	2.7	3.1	2.7	3.0	3.1	11.0	11.2	11.1	97.3	97.3	96.9
Tasmania	0.8	1.0	0.7	5.0	5.8	8.3	5.4	6.4	5.9	4.9	4.5	3.9	95.0	94.2	91.7
ACT	2.2	2.2	1.4	7.3	5.5	7.9	1.8	2.2	1.6	19.6	19.0	13.7	92.7	94.5	92.1
NT (c)	0.8	1.2	0.7	9.5	9.2	9.7	28.3	28.8	28.1	24.2	25.3	23.6	85.1	86.8	85.1
Aust	1.7	1.5	1.2	5.9	5.6	5.8	4.1	4.2	4.2	18.8	17.8	17.3	94.1	94.4	94.3

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.56 Proportion of year 3 students who achieved the numeracy benchmark, 2005 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	95.4 ± 0.9	94.9 ± 1.0	95.9 ± 0.9	87.6 ± 2.6	94.2 ± 1.0
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	95.5 ± 0.6	95.1 ± 0.6	96.1 ± 0.6	91.8 ± 3.0	97.3 ± 0.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	92.7 ± 1.4	92.1 ± 1.4	93.4 ± 1.5	78.9 ± 3.9	89.5 ± 1.8
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	90.2 ± 2.0	89.6 ± 2.1	91.0 ± 2.1	64.8 ± 5.7	86.6 ± 3.0
1. 8 years, 5 months					
2. 3 years, 7 months					
SA	92.6 ± 0.9	91.7 ± 0.9	93.4 ± 1.0	74.5 ± 4.1	95.4 ± 1.6
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.2 ± 2.0	90.0 ± 2.2	92.5 ± 2.0	82.4 ± 5.1	86.8 ± 4.1
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	94.6 ± 1.2	93.5 ± 1.4	95.7 ± 1.2	92.8 ± 6.5	91.8 ± 1.9
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	86.2 ± 2.5	85.5 ± 2.9	87.2 ± 2.8	68.0 ± 5.6	66.7 ± 5.5
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	94.1 ± 1.1	93.5 ± 1.1	94.7 ± 1.1	80.4 ± 3.8	94.0 ± 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).

(b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.

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

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

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

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

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.57 Proportion of year 5 students who achieved the numeracy benchmark, 2005 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	91.7 ± 1.1	91.1 ± 1.1	92.3 ± 1.1	75.4 ± 3.1	90.1 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	95.4 ± 0.7	94.8 ± 0.7	96.1 ± 0.7	89.5 ± 3.3	96.3 ± 0.9
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	88.1 ± 1.9	88.0 ± 1.9	88.4 ± 2.0	65.8 ± 4.3	84.0 ± 2.3
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	85.9 ± 1.8	86.4 ± 1.8	85.4 ± 2.0	51.6 ± 4.7	83.4 ± 2.4
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.1 ± 1.3	90.5 ± 1.3	89.7 ± 1.5	69.8 ± 5.2	89.1 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.1 ± 1.5	89.1 ± 1.6	89.1 ± 1.7	78.7 ± 4.8	84.0 ± 3.7
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	93.2 ± 1.2	92.9 ± 1.4	93.4 ± 1.5	81.4 ± 8.2	91.7 ± 1.9
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	69.6 ± 2.4	69.8 ± 2.9	69.4 ± 2.9	35.1 ± 3.6	35.2 ± 3.6
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	90.8 ± 1.3	90.5 ± 1.3	91.2 ± 1.4	66.5 ± 3.9	90.0 ± 1.4

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

(b) Students who were absent or withdrawn from testing are not classifed as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across juridictions as shown in table 4A.61. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.58 **Proportion of year 7 students who achieved the numeracy benchmark, 2005 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW (g)	75.8 ± 1.1	75.7 ± 1.2	75.9 ± 1.2	44.5 ± 2.3	75.2 ± 1.2
1. 12yrs 6mths					
2. 7yrs 4mths					
Victoria	86.9 ± 0.6	86.6 ± 0.6	87.3 ± 0.8	66.5 ± 4.5	85.9 ± 0.9
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	83.2 ± 0.6	82.7 ± 0.7	83.9 ± 0.7	54.5 ± 2.4	79.8 ± 1.6
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.3 ± 0.8	84.9 ± 0.8	83.6 ± 1.0	46.8 ± 2.9	81.8 ± 1.6
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	85.7 ± 1.2	86.6 ± 1.2	84.9 ± 1.3	55.8 ± 5.3	82.5 ± 1.9
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	80.5 ± 1.2	80.4 ± 1.6	80.5 ± 1.7	66.4 ± 4.9	75.4 ± 5.8
1. 13yrs 1mth					
2. 7yrs 7mths					
ACT	88.1 ± 1.2	88.0 ± 1.5	88.3 ± 1.8	62.6 ± 11.4	84.4 ± 2.6
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	64.8 ± 2.0	62.7 ± 2.8	66.9 ± 2.6	24.9 ± 3.3	24.8 ± 3.2
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	81.8 ± 0.9	81.6 ± 0.9	82.0 ± 1.0	48.8 ± 2.9	78.8 ± 1.3

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

(b) Students who were absent or withdrawn from testing are not classifed as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across juridictions as shown in table 4A.61. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

Table 4A.58 Proportion of year 7 students who achieved the numeracy benchmark, 2005 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

(i) a lower proportion of year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks

(ii) a lower proprtion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling. The national benchmark results show that NSW students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.59 Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by geolocation, 2005 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Metropolitan	95.5 ± 0.9	95.5 ± 0.5	93.2 ± 1.3	91.9 ± 1.9	93.3 ± 1.1	92.4 ± 1.9	94.6 ± 1.2	..	94.6 ± 1.0
Provincial	95.1 ± 1.2	95.6 ± 0.7	92.7 ± 1.5	89.4 ± 2.5	91.4 ± 1.6	90.3 ± 2.2	..	93.5 ± 1.7	93.8 ± 1.3
Remote	86.4 ± 4.4	89.8 ± 7.0	86.8 ± 3.1	84.0 ± 4.1	89.1 ± 2.9	95.5 ± 7.5	..	89.8 ± 3.8	87.1 ± 3.7
Very remote	86.1 ± 8.2	..	76.8 ± 4.5	67.0 ± 5.8	78.7 ± 6.7	86.8 ± 14.1	..	65.5 ± 5.8	72.3 ± 5.6
Year 5									
Metropolitan	92.2 ± 1.0	95.2 ± 0.7	89.0 ± 1.8	88.2 ± 1.7	90.9 ± 1.3	89.8 ± 1.7	93.2 ± 1.2	..	91.8 ± 1.2
Provincial	90.7 ± 1.2	95.2 ± 0.8	87.6 ± 2.2	83.9 ± 2.3	89.4 ± 1.7	88.7 ± 1.7	..	83.9 ± 2.6	90.1 ± 1.5
Remote	76.7 ± 4.6	87.8 ± 6.2	80.6 ± 3.7	77.7 ± 3.4	87.4 ± 3.1	84.7 ± 10.0	..	70.0 ± 4.3	79.0 ± 3.8
Very remote	74.3 ± 10.1	..	63.1 ± 4.8	57.3 ± 4.8	63.1 ± 9.2	83.2 ± 13.0	..	35.6 ± 4.0	54.5 ± 5.2
Year 7									
Metropolitan	77.3 ± 1.1	87.3 ± 0.6	84.5 ± 0.6	85.9 ± 0.9	87.0 ± 1.1	82.3 ± 1.6	88.1 ± 1.2	..	83.1 ± 0.9
Provincial	72.2 ± 1.5	85.8 ± 0.9	82.4 ± 0.8	83.3 ± 1.3	83.7 ± 1.7	79.4 ± 1.6	..	80.4 ± 2.4	79.9 ± 1.2
Remote	52.4 ± 5.9	88.9 ± 10.7	72.5 ± 3.1	77.1 ± 2.6	84.7 ± 3.4	67.7 ± 14.3	..	58.5 ± 4.3	72.4 ± 3.7
Very remote	61.8 ± 12.3	..	54.3 ± 3.7	57.9 ± 4.6	54.1 ± 10.1	..	..	31.9 ± 3.8	49.4 ± 4.7

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

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not applicable.

.. Not applicable.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.60 **Participation in numeracy testing by school sector, 2005 (per cent)**

	Assessed government school students (a)			*Assessed non-government school students* (a)			*Assessed students*					
							Government school students (b)			*Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.1	94.8	93.4	95.5	95.5	96.1	69.7	70.1	62.6	30.3	29.9	37.4
Victoria	91.5	91.7	90.9	93.2	93.9	94.9	68.8	68.0	59.3	31.2	32.0	40.7
Queensland	97.2	97.2	97.1	96.8	97.1	97.1	74.3	73.7	72.5	25.7	26.3	27.5
WA	93.3	93.5	93.7	93.4	95.5	95.9	69.0	72.1	71.2	31.0	27.9	28.8
SA	98.0	98.5	98.3	95.8	95.3	95.0	68.1	69.1	67.4	31.9	30.9	32.6
Tasmania	96.5	95.9	93.6	94.6	95.0	94.0	77.2	76.1	68.4	22.8	23.9	31.6
ACT	95.9	94.9	90.6	93.9	96.5	94.9	64.0	60.6	50.7	36.0	39.4	49.3
NT	88.2	89.3	86.4	90.1	91.3	91.7	79.2	79.3	72.6	20.8	20.7	27.4
Aust	94.4	94.7	93.9	94.9	95.3	95.7	70.5	70.6	65.1	29.5	29.4	34.9

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.61 **Exemptions, absences and participation by equity group in numeracy testing, 2005 (per cent)**

	Students			*Students*			*Assessed students*								
	exempted (a)			*absent or withdrawn* (a)			*Indigenous students* (b)			*LBOTE students* (b)			*All students*		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	1.0	0.9	0.7	5.5	5.0	5.6	4.2	4.3	4.3	27.6	26.3	25.9	94.5	95.0	94.4
Victoria	2.2	2.0	0.9	8.0	7.6	8.3	0.9	0.9	0.8	22.8	22.1	21.4	92.0	92.4	91.7
Queensland	2.0	2.0	2.0	2.9	2.7	2.9	6.5	6.6	6.1	7.1	6.8	6.3	97.1	97.2	97.1
WA	0.7	0.7	0.6	6.7	5.9	5.7	5.9	5.4	5.2	8.6	9.6	8.6	93.3	94.1	94.3
SA	3.2	2.8	2.7	2.7	2.5	2.8	3.0	2.9	2.8	11.1	11.2	11.1	97.3	97.5	97.2
Tasmania	0.8	1.0	0.7	3.9	4.3	6.3	5.6	6.6	6.1	4.9	4.5	3.9	96.1	95.7	93.7
ACT	2.3	2.2	1.4	4.8	4.5	7.3	1.9	2.1	1.6	20.0	19.1	13.9	95.2	95.5	92.7
NT (c)	0.7	1.2	0.7	9.7	9.1	9.0	31.0	31.1	29.7	26.7	27.6	24.7	88.4	89.8	87.8
Aust	1.7	1.5	1.1	5.4	5.1	5.6	4.2	4.3	4.1	18.9	17.9	17.2	94.6	94.9	94.6

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2005: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.62 Proportion of year 3 students who achieved the reading benchmark, 2006 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	93.1 ± 1.7	91.2 ± 2.2	95.2 ± 1.2	81.6 ± 4.3	93.0 ± 1.7
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	91.5 ± 2.0	89.3 ± 2.4	93.8 ± 1.6	81.5 ± 5.1	90.1 ± 2.2
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	94.5 ± 1.3	93.3 ± 1.6	96.1 ± 1.0	88.5 ± 3.3	90.6 ± 1.4
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	94.0 ± 1.6	93.0 ± 1.9	95.1 ± 1.4	75.7 ± 5.8	92.6 ± 1.7
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	93.1 ± 1.8	91.6 ± 2.1	94.5 ± 1.6	75.2 ± 6.3	92.2 ± 2.5
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	94.1 ± 1.3	92.5 ± 1.8	95.8 ± 1.2	88.5 ± 3.5	89.9 ± 2.3
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	96.4 ± 0.8	95.7 ± 1.0	97.1 ± 0.7	90.7 ± 6.1	93.7 ± 1.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	70.8 ± 2.6	69.5 ± 3.3	72.2 ± 3.0	39.6 ± 4.0	40.3 ± 4.0
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.0 ± 1.7	91.3 ± 2.0	94.8 ± 1.3	79.7 ± 4.3	91.0 ± 1.9

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.67. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 4A.62 **Proportion of year 3 students who achieved the reading benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.63 **Proportion of year 5 students who achieved the reading benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	90.3 ± 1.1	87.9 ± 1.3	92.8 ± 1.0	73.6 ± 3.0	89.4 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	89.9 ± 1.4	87.7 ± 1.7	92.1 ± 1.2	69.7 ± 4.9	87.6 ± 1.7
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland	81.2 ± 3.1	78.5 ± 3.4	84.3 ± 2.8	60.7 ± 5.7	77.5 ± 3.5
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	92.6 ± 1.4	91.1 ± 1.6	94.1 ± 1.2	70.8 ± 4.9	93.0 ± 1.5
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	88.0 ± 1.4	85.4 ± 1.7	90.8 ± 1.3	58.8 ± 5.0	87.1 ± 2.2
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	94.1 ± 1.0	92.6 ± 1.3	95.6 ± 1.2	90.3 ± 3.4	89.1 ± 2.6
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	95.6 ± 0.6	94.2 ± 1.1	96.9 ± 0.7	89.7 ± 6.4	92.8 ± 1.6
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	74.5 ± 2.0	71.7 ± 2.8	77.6 ± 2.6	39.7 ± 3.8	38.5 ± 3.7
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	88.4 ± 1.6	86.0 ± 1.9	90.8 ± 1.5	66.3 ± 4.4	87.2 ± 1.7

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.67. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 4A.63 Proportion of year 5 students who achieved the reading benchmark, 2006 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.64 **Proportion of year 7 students who achieved the reading benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	88.4 ± 0.9	86.0 ± 1.0	90.9 ± 0.8	68.4 ± 2.4	85.7 ± 1.2
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	94.9 ± 0.5	93.6 ± 0.6	96.2 ± 0.5	80.7 ± 3.8	93.2 ± 0.8
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	85.6 ± 1.0	84.2 ± 1.1	87.2 ± 1.0	63.6 ± 2.7	81.9 ± 1.6
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.4 ± 0.8	81.4 ± 1.0	87.7 ± 0.9	47.0 ± 3.1	83.8 ± 1.8
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	93.3 ± 0.4	91.7 ± 0.6	94.9 ± 0.4	71.4 ± 3.7	87.4 ± 1.1
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	86.5 ± 1.1	84.2 ± 1.5	89.0 ± 1.4	72.2 ± 4.7	83.4 ± 4.2
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	94.2 ± 0.9	92.5 ± 1.4	95.8 ± 1.2	76.4 ± 10.2	92.2 ± 2.1
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	72.3 ± 2.0	70.4 ± 2.8	74.1 ± 2.8	38.6 ± 3.7	36.4 ± 3.8
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	89.2 ± 0.8	87.2 ± 1.0	91.2 ± 0.8	63.2 ± 3.0	87.0 ± 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).

(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 4A.67. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 4A.64 **Proportion of year 7 students who achieved the reading benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.65 **Proportion of year 3, 5 and 7 students achieving the reading benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	82.1 ± 4.5	84.1 ± 5.4	90.7 ± 3.0	84.5 ± 5.5	84.7 ± 6.5	86.4 ± 7.0	90.7 ± 6.1	..	86.1 ± 4.3
Provincial	82.2 ± 4.3	78.8 ± 7.0	90.3 ± 3.3	79.4 ± 7.0	70.1 ± 8.9	91.9 ± 4.0	..	68.0 ± 6.3	83.3 ± 4.7
Remote	71.1 ± 12.2	np	80.7 ± 6.4	72.8 ± 8.0	np	np	..	43.8 ± 7.4	68.0 ± 7.9
Very remote	61.3 ± 20.0	..	82.4 ± 6.3	60.0 ± 9.3	51.4 ± 15.0	np	..	20.1 ± 4.4	53.8 ± 7.1
Total	**81.6 ± 4.3**	**81.5 ± 5.1**	**88.5 ± 3.3**	**75.7 ± 5.8**	**75.2 ± 6.3**	**88.5 ± 3.5**	**90.7 ± 6.1**	**39.6 ± 4.0**	**79.7 ± 4.3**
All students									
Metropolitan	93.7 ± 1.5	92.0 ± 1.9	94.8 ± 1.2	95.2 ± 1.3	94.3 ± 1.7	94.3 ± 1.4	96.4 ± 0.8	..	93.8 ± 1.5
Provincial	91.6 ± 2.2	90.2 ± 2.4	94.8 ± 1.4	93.5 ± 2.0	90.3 ± 2.4	93.9 ± 1.6	..	82.7 ± 2.9	92.0 ± 2.0
Remote	84.7 ± 5.5	90.6 ± 10.1	91.2 ± 3.0	89.6 ± 3.2	93.0 ± 3.5	93.9 ± 6.6	..	72.0 ± 4.4	87.9 ± 3.7
Very remote	79.6 ± 9.0	..	87.3 ± 4.3	78.6 ± 5.6	71.1 ± 10.5	np	..	40.5 ± 4.2	71.4 ± 5.3
Total	**93.1 ± 1.7**	**91.5 ± 2.0**	**94.5 ± 1.3**	**94.0 ± 1.6**	**93.1 ± 1.8**	**94.1 ± 1.3**	**96.4 ± 0.8**	**70.8 ± 2.6**	**93.0 ± 1.7**
Year 5									
Indigenous students									
Metropolitan	75.6 ± 3.2	74.8 ± 6.1	65.5 ± 6.0	80.3 ± 5.5	67.6 ± 6.1	91.1 ± 7.1	89.7 ± 6.4	..	72.6 ± 5.3
Provincial	67.0 ± 3.2	65.1 ± 6.8	63.0 ± 5.9	73.7 ± 6.3	56.9 ± 8.2	91.3 ± 3.9	..	73.9 ± 6.8	67.8 ± 5.6
Remote	62.3 ± 10.1	np	52.2 ± 9.2	65.7 ± 7.9	np	np	..	56.4 ± 8.5	58.9 ± 8.3
Very remote	32.0 ± 16.9	..	42.3 ± 8.4	53.5 ± 7.8	24.6 ± 12.0	np	..	16.5 ± 4.1	34.7 ± 7.2
Total	**73.6 ± 3.0**	**69.7 ± 4.9**	**60.7 ± 5.7**	**70.8 ± 4.9**	**58.8 ± 5.0**	**90.3 ± 3.4**	**89.7 ± 6.4**	**39.7 ± 3.8**	**66.3 ± 4.4**

Table 4A.65 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	91.0 ± 1.1	90.3 ± 1.4	82.6 ± 3.0	94.0 ± 1.2	89.8 ± 1.3	94.5 ± 1.3	95.6 ± 0.6	..	89.5 ± 1.6
Provincial	88.6 ± 1.3	88.6 ± 1.7	80.1 ± 3.3	91.6 ± 1.8	84.7 ± 2.0	93.8 ± 1.3	..	88.0 ± 2.1	86.8 ± 2.0
Remote	77.5 ± 4.7	92.1 ± 9.7	72.2 ± 5.0	86.6 ± 3.0	79.8 ± 4.2	91.9 ± 7.8	..	80.6 ± 4.2	80.0 ± 4.2
Very remote	70.6 ± 10.0	..	57.1 ± 6.6	73.4 ± 5.0	55.7 ± 8.7	85.7 ± 12.2	..	38.7 ± 4.2	57.5 ± 5.8
Total	**90.3 ± 1.1**	**89.9 ± 1.4**	**81.2 ± 3.1**	**92.6 ± 1.4**	**88.0 ± 1.4**	**94.1 ± 1.0**	**95.6 ± 0.6**	**74.5 ± 2.0**	**88.4 ± 1.6**
Year 7									
Indigenous students									
Metropolitan	70.5 ± 2.8	83.0 ± 4.5	69.5 ± 3.0	57.4 ± 4.6	78.6 ± 4.3	69.0 ± 8.8	76.4 ± 10.2	..	70.1 ± 3.5
Provincial	67.6 ± 3.2	77.8 ± 5.8	65.6 ± 3.7	51.7 ± 5.2	71.5 ± 5.9	74.3 ± 5.9	..	70.6 ± 6.8	67.1 ± 4.2
Remote	45.2 ± 10.4	np	47.7 ± 7.3	45.9 ± 8.1	np	np	..	42.0 ± 6.8	45.2 ± 7.9
Very remote	np	..	42.2 ± 5.7	19.2 ± 5.1	38.6 ± 12.8	np	..	16.4 ± 4.0	27.7 ± 5.4
Total	**68.4 ± 2.4**	**80.7 ± 3.8**	**63.6 ± 2.7**	**47.0 ± 3.1**	**71.4 ± 3.7**	**72.2 ± 4.7**	**76.4 ± 10.2**	**38.6 ± 3.7**	**63.2 ± 3.0**
All students									
Metropolitan	89.1 ± 0.9	95.2 ± 0.5	86.8 ± 1.0	86.5 ± 0.8	93.7 ± 0.5	87.9 ± 1.4	94.2 ± 0.9	..	90.3 ± 0.8
Provincial	86.7 ± 1.1	94.0 ± 0.7	84.7 ± 1.2	82.2 ± 1.5	92.9 ± 0.8	85.5 ± 1.6	..	85.7 ± 2.2	87.8 ± 1.1
Remote	68.1 ± 5.9	91.7 ± 7.6	76.5 ± 3.1	78.6 ± 2.9	93.3 ± 1.6	78.8 ± 14.4	..	69.3 ± 4.0	78.3 ± 3.3
Very remote	77.3 ± 11.6	..	62.1 ± 4.1	49.9 ± 4.4	67.3 ± 8.1	86.6 ± 13.3	..	40.8 ± 4.2	54.3 ± 4.8
Total	**88.4 ± 0.9**	**94.9 ± 0.5**	**85.6 ± 1.0**	**84.4 ± 0.8**	**93.3 ± 0.4**	**86.5 ± 1.1**	**94.2 ± 0.9**	**72.3 ± 2.0**	**89.2 ± 0.8**

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

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not published.

.. Not applicable. np Not published.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.66 **Participation in reading testing by school sector, 2006 (per cent)**

	Assessed government school students (a)			*Assessed non-government school students* (a)			*Assessed students*					
							Government school students (b)			*Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.4	95.0	94.9	95.7	96.8	97.6	69.8	69.2	62.4	30.2	30.8	37.6
Victoria	89.6	89.5	88.1	92.8	93.0	93.8	68.8	67.9	58.6	31.2	32.1	41.4
Queensland	96.1	96.5	96.4	97.0	97.9	97.7	73.9	73.4	72.0	26.1	26.6	28.0
WA	93.0	93.4	94.1	93.9	95.1	96.1	72.5	71.0	70.0	27.5	29.0	30.0
SA	96.0	96.0	94.8	95.1	96.2	94.5	67.8	68.6	66.7	32.2	31.4	33.3
Tasmania	96.0	95.8	93.1	95.5	96.4	95.3	75.9	74.0	66.9	24.1	26.0	33.1
ACT	95.2	94.6	91.6	94.1	96.5	95.6	63.1	59.3	50.1	36.9	40.7	49.9
NT	86.7	88.2	88.3	92.4	96.3	94.4	79.1	77.8	71.4	20.9	22.2	28.6
Aust	93.6	93.8	93.5	94.9	95.8	96.1	70.7	70.0	64.6	29.3	30.0	35.4

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.67 **Exemptions, absences and participation by equity group in reading testing, 2006 (per cent)**

	Students exempted (a)			Students absent or withdrawn (a)			Assessed students: Indigenous students (b)			Assessed students: LBOTE students (b)			Assessed students: All students		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	1.1	1.1	0.7	5.2	4.5	4.1	4.1	4.4	4.8	28.0	26.4	22.6	94.8	95.5	95.9
Victoria	1.9	1.5	0.7	9.4	9.4	9.7	0.9	0.9	1.1	22.7	23.0	21.4	90.6	90.6	90.3
Queensland	2.3	2.2	2.2	3.0	2.9	3.1	6.9	6.9	6.6	7.9	7.8	6.8	96.3	96.9	96.8
WA	0.7	0.7	0.6	7.0	6.5	5.8	5.4	5.6	5.2	11.6	11.6	11.1	93.3	93.9	94.7
SA	4.5	3.5	3.1	4.3	4.0	5.3	3.3	3.0	2.6	9.8	10.2	9.8	95.7	96.0	94.7
Tasmania	1.2	1.0	0.8	4.1	4.1	6.2	6.8	6.9	6.5	5.2	4.9	4.1	95.9	95.9	93.8
ACT	1.7	1.9	1.1	5.2	4.6	6.4	2.1	1.7	1.4	18.7	18.6	12.7	94.8	95.4	93.6
NT (c)	0.8	0.6	0.6	–	–	–	29.9	29.5	30.0	26.4	26.0	23.8	87.9	89.9	89.9
Aust	1.7	1.5	1.2	5.8	5.5	5.6	4.3	4.4	4.4	19.0	18.4	16.3	94.0	94.4	94.4

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote Indigenous community schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

– Nil or rounded to zero.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.68 **Proportion of year 3 students who achieved the writing benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	93.8 ± 1.9	92.0 ± 2.4	95.6 ± 1.4	80.8 ± 5.0	93.5 ± 1.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	96.6 ± 0.5	95.2 ± 0.8	98.0 ± 0.3	91.8 ± 2.9	96.1 ± 0.5
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	95.3 ± 0.6	93.9 ± 0.8	97.3 ± 0.4	89.7 ± 2.0	92.2 ± 0.7
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	90.2 ± 1.4	87.0 ± 1.8	93.5 ± 1.1	63.1 ± 4.2	89.2 ± 1.6
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	92.2 ± 2.4	89.6 ± 3.0	94.8 ± 1.8	71.1 ± 6.6	90.2 ± 3.0
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	90.8 ± 1.6	87.0 ± 2.2	94.7 ± 1.3	83.6 ± 4.3	86.7 ± 3.0
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	93.8 ± 1.8	91.9 ± 2.4	95.7 ± 1.6	85.4 ± 7.4	90.9 ± 2.4
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	66.6 ± 3.6	62.7 ± 4.0	70.7 ± 4.3	33.5 ± 4.7	35.1 ± 4.7
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.9 ± 1.3	92.0 ± 1.7	96.0 ± 1.0	77.9 ± 3.8	92.7 ± 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).

(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 4A.73. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 4A.68 **Proportion of year 3 students who achieved the writing benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.69 **Proportion of year 5 students who achieved the writing benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	93.9 ± 2.0	92.1 ± 2.5	95.8 ± 1.4	80.7 ± 5.8	93.3 ± 2.0
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	97.6 ± 0.1	96.7 ± 0.2	98.6 ± 0.1	93.5 ± 1.7	97.0 ± 0.2
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland	96.0 ± 0.4	94.8 ± 0.6	97.6 ± 0.2	90.8 ± 1.5	93.4 ± 0.5
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	84.7 ± 2.3	79.8 ± 2.8	89.8 ± 1.8	53.0 ± 4.8	87.0 ± 2.2
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	92.7 ± 2.8	90.6 ± 3.6	94.9 ± 1.9	75.6 ± 7.7	94.7 ± 2.5
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	87.5 ± 1.8	82.7 ± 2.4	92.5 ± 1.6	79.0 ± 4.7	83.7 ± 3.7
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	95.5 ± 1.2	94.4 ± 1.8	96.6 ± 0.9	85.8 ± 8.1	93.3 ± 1.7
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	66.1 ± 3.1	61.6 ± 3.8	71.0 ± 3.6	29.5 ± 4.1	30.6 ± 3.9
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	93.8 ± 1.3	91.9 ± 1.7	95.8 ± 0.9	77.0 ± 4.0	93.0 ± 1.4

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

(b) Students who were absent or withdrawn from testing 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 4A.73. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 4A.69 **Proportion of year 5 students who achieved the writing benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.70 Proportion of year 7 students who achieved the writing benchmark, 2006 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	93.0 ± 2.1	90.4 ± 2.8	95.7 ± 1.4	77.5 ± 5.4	92.0 ± 2.4
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	95.4 ± 0.5	93.2 ± 0.8	97.7 ± 0.3	83.3 ± 3.9	95.3 ± 0.6
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	96.0 ± 0.3	94.8 ± 0.4	97.5 ± 0.2	88.6 ± 1.3	93.8 ± 0.6
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	85.5 ± 1.6	80.4 ± 2.0	90.9 ± 1.2	54.2 ± 3.7	87.5 ± 1.9
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	87.7 ± 5.0	83.5 ± 6.3	92.1 ± 3.7	59.3 ± 10.2	84.0 ± 4.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	81.7 ± 2.0	75.5 ± 2.7	88.4 ± 1.7	69.4 ± 5.4	77.2 ± 5.2
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	91.4 ± 2.9	87.5 ± 4.1	95.1 ± 2.0	75.6 ± 10.6	90.3 ± 3.7
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	61.6 ± 2.7	56.0 ± 3.4	67.4 ± 3.1	25.9 ± 3.5	26.1 ± 3.7
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	92.4 ± 1.5	89.8 ± 2.0	95.3 ± 1.1	73.8 ± 3.9	91.4 ± 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).

(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 4A.73. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 4A.70 **Proportion of year 7 students who achieved the writing benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.71 Proportion of year 3, 5 and 7 students achieving the writing benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	82.8 ± 5.0	91.8 ± 3.3	90.9 ± 1.8	71.6 ± 5.7	79.1 ± 7.1	80.0 ± 8.8	85.4 ± 7.4	..	84.9 ± 4.1
Provincial	80.5 ± 5.4	91.7 ± 4.1	91.5 ± 2.5	71.1 ± 7.5	75.1 ± 9.6	84.8 ± 5.2	..	62.9 ± 8.6	82.6 ± 5.0
Remote	70.3 ± 10.3	np	82.4 ± 5.1	61.8 ± 6.9	np	np	..	39.5 ± 8.3	64.4 ± 7.2
Very remote	41.5 ± 19.1	..	84.6 ± 5.6	42.6 ± 7.0	27.3 ± 12.7	np	..	13.1 ± 4.2	46.0 ± 6.2
Total	**80.8 ± 5.0**	**91.8 ± 2.9**	**89.7 ± 2.0**	**63.1 ± 4.2**	**71.1 ± 6.6**	**83.6 ± 4.3**	**85.4 ± 7.4**	**33.5 ± 4.7**	**77.9 ± 3.8**
All students									
Metropolitan	94.3 ± 1.7	96.8 ± 0.5	95.6 ± 0.5	91.8 ± 1.3	93.2 ± 2.2	91.4 ± 1.5	93.9 ± 1.8	..	94.8 ± 1.2
Provincial	92.5 ± 2.4	95.9 ± 0.8	95.7 ± 0.7	89.3 ± 1.9	90.7 ± 3.0	90.2 ± 2.1	..	78.8 ± 4.3	93.2 ± 1.6
Remote	82.6 ± 4.7	94.1 ± 7.2	92.8 ± 1.7	84.3 ± 2.8	90.9 ± 3.8	94.2 ± 5.4	..	70.7 ± 4.9	86.1 ± 3.2
Very remote	74.4 ± 9.5	..	89.1 ± 3.5	66.1 ± 4.5	62.3 ± 9.7	np	..	33.3 ± 5.2	65.8 ± 4.9
Total	**93.8 ± 1.9**	**96.6 ± 0.5**	**95.3 ± 0.6**	**90.2 ± 1.4**	**92.2 ± 2.4**	**90.8 ± 1.6**	**93.8 ± 1.8**	**66.6 ± 3.6**	**93.9 ± 1.3**
Year 5									
Indigenous students									
Metropolitan	83.6 ± 5.3	94.4 ± 2.1	93.8 ± 1.4	63.0 ± 7.4	79.5 ± 6.9	78.2 ± 8.2	85.8 ± 8.1	..	85.1 ± 6.8
Provincial	74.2 ± 6.0	92.6 ± 3.0	90.0 ± 1.9	57.0 ± 6.7	81.0 ± 9.6	80.9 ± 5.1	..	62.3 ± 7.3	78.5 ± 6.9
Remote	67.3 ± 12.1	np	85.8 ± 5.6	50.6 ± 7.8	np	np	..	42.7 ± 8.7	62.4 ± 6.0
Very remote	43.7 ± 21.9	..	84.3 ± 4.1	31.3 ± 6.5	41.1 ± 17.8	np	..	7.8 ± 3.5	41.9 ± 5.7
Total	**80.7 ± 5.8**	**93.5 ± 1.7**	**90.8 ± 1.5**	**53.0 ± 4.8**	**75.6 ± 7.7**	**79.0 ± 4.7**	**85.8 ± 8.1**	**29.5 ± 4.1**	**77.0 ± 4.0**

Table 4A.71 Proportion of year 3, 5 and 7 students achieving the writing benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	94.5 ± 1.7	97.7 ± 0.1	96.3 ± 0.4	87.1 ± 2.1	93.2 ± 2.4	89.0 ± 1.7	95.5 ± 1.2	..	94.7 ± 1.2
Provincial	92.5 ± 2.6	97.4 ± 0.3	96.1 ± 0.5	82.0 ± 2.9	92.4 ± 3.5	86.6 ± 2.3	..	79.5 ± 3.7	93.0 ± 1.6
Remote	82.0 ± 6.0	98.4 ± 4.0	94.1 ± 1.6	75.7 ± 3.8	90.4 ± 4.8	84.8 ± 9.7	..	70.1 ± 5.3	83.5 ± 3.8
Very remote	76.2 ± 10.6	..	89.8 ± 2.5	57.7 ± 4.8	69.7 ± 11.7	70.6 ± 17.2	..	31.5 ± 4.2	63.0 ± 4.7
Total	**93.9 ± 2.0**	**97.6 ± 0.1**	**96.0 ± 0.4**	**84.7 ± 2.3**	**92.7 ± 2.8**	**87.5 ± 1.8**	**95.5 ± 1.2**	**66.1 ± 3.1**	**93.8 ± 1.3**
Year 7									
Indigenous students									
Metropolitan	80.8 ± 5.2	87.0 ± 4.2	92.0 ± 1.5	65.2 ± 5.0	67.9 ± 10.6	62.0 ± 9.0	75.6 ± 10.6	..	82.1 ± 4.3
Provincial	75.6 ± 5.9	78.6 ± 6.0	89.3 ± 1.6	57.5 ± 6.0	59.3 ± 12.2	73.7 ± 5.9	..	53.5 ± 8.1	76.3 ± 5.0
Remote	50.4 ± 12.2	np	80.5 ± 5.9	53.1 ± 8.3	np	np	..	27.6 ± 6.5	53.1 ± 7.7
Very remote	np	..	77.6 ± 4.7	27.3 ± 6.2	22.3 ± 14.0	np	..	6.2 ± 2.7	39.3 ± 4.9
Total	**77.5 ± 5.4**	**83.3 ± 3.9**	**88.6 ± 1.3**	**54.2 ± 3.7**	**59.3 ± 10.2**	**69.4 ± 5.4**	**75.6 ± 10.6**	**25.9 ± 3.5**	**73.8 ± 3.9**
All students									
Metropolitan	93.8 ± 1.9	96.0 ± 0.5	96.5 ± 0.3	87.9 ± 1.5	89.0 ± 4.3	82.5 ± 2.2	91.4 ± 2.9	..	93.7 ± 1.4
Provincial	91.0 ± 2.6	93.7 ± 0.8	95.7 ± 0.4	81.7 ± 2.2	85.4 ± 6.7	81.2 ± 2.4	..	73.9 ± 3.4	90.8 ± 1.9
Remote	74.3 ± 7.1	95.5 ± 4.7	93.6 ± 1.6	80.2 ± 3.1	85.0 ± 7.8	72.9 ± 17.3	..	55.2 ± 4.8	80.8 ± 4.1
Very remote	83.6 ± 9.9	..	86.4 ± 2.8	54.7 ± 5.3	52.5 ± 11.5	84.3 ± 15.2	..	35.1 ± 4.2	62.4 ± 4.8
Total	**93.0 ± 2.1**	**95.4 ± 0.5**	**96.0 ± 0.3**	**85.5 ± 1.6**	**87.7 ± 5.0**	**81.7 ± 2.0**	**91.4 ± 2.9**	**61.6 ± 2.7**	**92.4 ± 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).

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not published.

.. Not applicable. np Not published.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.72 Participation in writing testing by school sector, 2006 (per cent)

	Assessed government school students (a)			*Assessed non-government school students* (a)			*Assessed students: Government school students* (b)			*Assessed students: Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.5	94.8	94.9	96.0	96.9	97.6	69.8	69.2	62.4	30.2	30.8	37.6
Victoria	89.4	88.4	87.3	92.6	92.3	93.3	68.8	67.8	58.5	31.2	32.2	41.5
Queensland	96.0	96.4	96.3	96.9	97.9	97.5	73.9	73.4	72.0	26.1	26.6	28.0
WA	92.7	92.6	93.3	93.3	94.5	95.6	72.6	71.0	69.9	27.4	29.0	30.1
SA	95.7	95.8	94.6	95.1	95.7	94.3	67.7	68.7	66.7	32.3	31.3	33.3
Tasmania	95.2	94.6	91.3	95.6	95.9	95.4	75.8	73.8	66.5	24.2	26.2	33.5
ACT	93.9	94.1	90.8	93.1	95.2	94.9	63.0	59.5	50.1	37.0	40.5	49.9
NT	87.4	88.2	86.9	90.3	97.0	94.0	79.5	77.6	71.1	20.5	22.4	28.9
Aust	93.4	93.4	93.1	94.8	95.5	95.8	70.7	69.9	64.6	29.3	30.1	35.4

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.73 **Exemptions, absences and participation by equity group in writing testing, 2006 (per cent)**

	Students			*Students*			*Assessed students*								
	exempted (a)			*absent or withdrawn* (a)			*Indigenous students* (b)			*LBOTE students* (b)			*All students*		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	1.1	1.1	0.7	5.0	4.5	4.1	4.2	4.4	4.8	28.1	26.4	22.6	95.0	95.5	95.9
Victoria	1.9	1.5	0.7	9.6	10.4	10.3	0.9	0.9	1.0	22.7	22.8	21.3	90.4	89.6	89.7
Queensland	2.3	2.2	2.2	3.1	3.0	3.2	6.9	6.9	6.6	7.9	7.8	6.8	96.3	96.8	96.7
WA	0.7	0.7	0.6	7.4	7.2	6.4	5.3	5.5	5.0	11.6	11.6	11.1	92.8	93.2	94.0
SA	4.4	3.5	3.1	4.5	4.2	5.5	3.3	3.0	2.6	9.8	10.2	9.7	95.5	95.8	94.5
Tasmania	1.1	1.0	0.8	4.7	5.1	7.3	6.8	6.8	6.4	5.2	4.9	4.1	95.3	94.9	92.7
ACT	1.7	1.9	1.1	6.4	5.4	7.2	2.0	1.6	1.4	18.4	18.5	12.7	93.6	94.7	92.8
NT (c)	0.8	0.6	0.8	–	–	–	30.2	29.3	29.2	26.6	25.7	23.0	88.0	90.0	88.8
Aust	1.7	1.5	1.2	5.9	5.9	5.9	4.3	4.4	4.3	19.0	18.4	16.3	93.8	94.0	94.0

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote Indigenous community schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.74 **Proportion of year 3 students who achieved the numeracy benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	95.8 ± 0.8	95.4 ± 0.9	96.2 ± 0.8	88.1 ± 2.7	94.9 ± 1.0
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	95.9 ± 0.7	95.2 ± 0.7	96.6 ± 0.7	90.7 ± 2.8	94.7 ± 0.8
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	88.9 ± 2.3	88.7 ± 2.2	89.4 ± 2.3	72.1 ± 4.9	84.4 ± 2.5
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	88.4 ± 2.5	87.9 ± 2.6	88.9 ± 2.4	59.6 ± 6.2	85.4 ± 2.8
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	91.5 ± 1.3	90.8 ± 1.4	92.2 ± 1.4	72.8 ± 4.6	93.8 ± 2.4
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	88.5 ± 1.8	87.1 ± 2.1	90.0 ± 1.8	78.7 ± 4.7	83.2 ± 4.4
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	94.3 ± 1.6	93.6 ± 1.8	95.0 ± 1.7	82.8 ± 9.2	92.3 ± 2.3
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	85.4 ± 2.1	85.5 ± 2.4	85.3 ± 2.6	65.5 ± 4.5	63.8 ± 4.3
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.0 ± 1.4	92.5 ± 1.4	93.5 ± 1.4	76.2 ± 4.3	92.6 ± 1.3

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.79. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 4A.74 **Proportion of year 3 students who achieved the numeracy benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.75 Proportion of year 5 students who achieved the numeracy benchmark, 2006 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	92.6 ± 1.2	92.4 ± 1.2	92.9 ± 1.3	78.0 ± 3.5	91.8 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	94.9 ± 0.9	94.5 ± 0.9	95.3 ± 0.9	84.4 ± 4.3	93.7 ± 0.9
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland	85.4 ± 1.6	85.2 ± 1.6	85.7 ± 1.7	62.8 ± 3.4	82.2 ± 2.2
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	86.0 ± 1.5	86.0 ± 1.5	86.1 ± 1.6	52.9 ± 4.3	86.2 ± 1.9
1. 10yrs 2mths					
2. 4yrs 7mths					
SA	88.3 ± 1.7	88.5 ± 1.8	88.1 ± 1.9	63.0 ± 6.1	86.6 ± 2.7
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	88.7 ± 1.5	88.0 ± 1.7	89.5 ± 1.7	81.9 ± 4.0	83.4 ± 4.1
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	93.0 ± 1.4	92.6 ± 1.6	93.4 ± 1.5	83.0 ± 10.9	90.9 ± 2.3
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	70.0 ± 2.2	69.4 ± 2.8	70.6 ± 2.8	32.8 ± 3.6	33.4 ± 3.7
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	90.3 ± 1.3	90.0 ± 1.3	90.6 ± 1.4	66.0 ± 3.8	90.0 ± 1.4

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

(b) Students who were absent or withdrawn from testing 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 4A.79. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 4A.75 **Proportion of year 5 students who achieved the numeracy benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.76 Proportion of year 7 students who achieved the numeracy benchmark, 2006 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW (g)	72.7 ± 1.6	72.0 ± 1.5	73.5 ± 1.8	39.8 ± 2.4	70.5 ± 1.7
1. 12yrs 6mths					
2. 7yrs 4mths					
Victoria	84.6 ± 0.7	84.9 ± 0.7	84.3 ± 0.9	60.0 ± 4.0	83.5 ± 0.9
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	79.8 ± 1.2	80.9 ± 1.2	78.9 ± 1.3	53.3 ± 2.5	77.1 ± 2.1
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.5 ± 0.7	84.4 ± 0.8	84.6 ± 0.8	48.2 ± 2.7	84.9 ± 1.5
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	87.3 ± 0.8	87.0 ± 0.9	87.7 ± 1.0	55.4 ± 5.0	80.7 ± 1.8
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	80.4 ± 1.2	80.4 ± 1.5	80.3 ± 1.7	66.9 ± 5.1	73.2 ± 5.5
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	89.5 ± 1.2	88.4 ± 1.7	90.5 ± 1.8	67.2 ± 11.3	88.1 ± 2.7
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	67.3 ± 1.9	67.3 ± 2.6	67.4 ± 2.8	30.0 ± 3.7	28.4 ± 3.4
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	79.7 ± 1.1	79.7 ± 1.1	79.7 ± 1.3	47.5 ± 2.9	76.3 ± 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).

(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 4A.79. Readers are urged to be cautious when comparing results.

(c) Revised definitions and standards for the collection and reporting of student socioeconomic background information (sex, Indigenous status, socioeconomic background and language background) were introduced in 2005 through the school enrolment processes for all schools to ensure greater national consistency in reporting against characteristics from 2006.

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Table 4A.76 **Proportion of year 7 students who achieved the numeracy benchmark, 2006 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

(g) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

(i) a lower proportion of year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks

(ii) a lower proprtion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5. The national benchmark results show that NSW students in years 3 and 5 are consistently performing at or above the national average for reading writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

(iii) the drop in performance for NSW beyond the normal range of annual fluctuations was expected in 2006 and is attributable to the conduct of testing two months earlier, in March rather than in May.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.77 **Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	88.2 ± 3.0	90.8 ± 3.8	75.4 ± 5.2	70.2 ± 7.3	69.2 ± 4.2	71.3 ± 8.1	82.8 ± 9.2	..	79.8 ± 4.7
Provincial	89.1 ± 2.9	90.5 ± 4.5	75.5 ± 5.2	66.7 ± 8.2	82.5 ± 7.3	81.7 ± 5.0	..	88.2 ± 4.3	82.7 ± 4.5
Remote	76.5 ± 9.9	np	60.3 ± 8.1	56.9 ± 9.0	np	np	..	71.8 ± 7.3	64.6 ± 8.6
Very remote	73.4 ± 18.9	..	56.4 ± 7.2	39.9 ± 7.5	57.1 ± 14.2	np	..	50.0 ± 6.1	50.2 ± 7.5
Total	**88.1 ± 2.7**	**90.7 ± 2.8**	**72.1 ± 4.9**	**59.6 ± 6.2**	**72.8 ± 4.6**	**78.7 ± 4.7**	**82.8 ± 9.2**	**65.5 ± 4.5**	**76.2 ± 4.3**
All students									
Metropolitan	95.9 ± 0.8	96.0 ± 0.6	89.6 ± 2.1	90.0 ± 2.2	91.8 ± 1.2	89.4 ± 1.9	94.3 ± 1.6	..	93.6 ± 1.2
Provincial	95.8 ± 1.0	95.3 ± 0.9	89.0 ± 2.4	88.4 ± 3.2	91.3 ± 1.9	87.9 ± 2.2	..	94.6 ± 1.4	92.7 ± 1.6
Remote	88.8 ± 3.9	96.9 ± 5.2	83.0 ± 4.0	82.7 ± 4.1	91.4 ± 2.6	88.8 ± 8.1	..	87.7 ± 3.4	85.6 ± 3.8
Very remote	88.4 ± 6.6	..	71.6 ± 5.3	61.9 ± 5.7	73.3 ± 7.4	np	..	62.7 ± 4.9	67.2 ± 5.5
Total	**95.8 ± 0.8**	**95.9 ± 0.7**	**88.9 ± 2.3**	**88.4 ± 2.5**	**91.5 ± 1.3**	**88.5 ± 1.8**	**94.3 ± 1.6**	**85.4 ± 2.1**	**93.0 ± 1.4**
Year 5									
Indigenous students									
Metropolitan	79.9 ± 3.6	86.9 ± 4.4	68.1 ± 4.1	63.7 ± 4.7	70.5 ± 7.2	79.5 ± 7.2	83.0 ± 10.9	..	73.7 ± 4.4
Provincial	72.6 ± 3.7	82.2 ± 6.6	66.4 ± 4.0	56.3 ± 7.1	65.5 ± 9.9	85.1 ± 4.4	..	63.2 ± 6.7	70.2 ± 4.7
Remote	63.6 ± 11.1	np	48.2 ± 6.8	44.8 ± 8.6	np	np	..	45.1 ± 7.7	48.6 ± 8.2
Very remote	37.6 ± 21.9	..	39.4 ± 5.5	36.9 ± 6.8	25.6 ± 12.9	np	..	13.4 ± 3.4	28.6 ± 5.7
Total	**78.0 ± 3.5**	**84.4 ± 4.3**	**62.8 ± 3.4**	**52.9 ± 4.3**	**63.0 ± 6.1**	**81.9 ± 4.0**	**83.0 ± 10.9**	**32.8 ± 3.6**	**66.0 ± 3.8**

Table 4A.77 **Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2006 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	93.1 ± 1.1	95.1 ± 0.8	86.4 ± 1.6	88.0 ± 1.3	89.3 ± 1.6	89.6 ± 1.6	93.0 ± 1.4	..	91.3 ± 1.2
Provincial	91.6 ± 1.5	94.4 ± 1.1	85.3 ± 1.8	85.0 ± 1.9	86.5 ± 2.2	88.3 ± 1.8	..	84.0 ± 2.4	89.5 ± 1.6
Remote	80.7 ± 5.4	95.4 ± 7.3	76.0 ± 3.2	77.1 ± 3.4	85.7 ± 4.8	85.8 ± 8.4	..	75.4 ± 4.2	78.6 ± 4.0
Very remote	72.3 ± 10.2	..	59.1 ± 4.4	59.9 ± 5.6	59.1 ± 9.3	83.5 ± 13.9	..	35.0 ± 3.9	53.4 ± 5.3
Total	**92.6 ± 1.2**	**94.9 ± 0.9**	**85.4 ± 1.6**	**86.0 ± 1.5**	**88.3 ± 1.7**	**88.7 ± 1.5**	**93.0 ± 1.4**	**70.0 ± 2.2**	**90.3 ± 1.3**
Year 7									
Indigenous students									
Metropolitan	42.7 ± 3.0	64.3 ± 5.2	59.4 ± 2.8	61.5 ± 4.2	62.6 ± 7.0	64.0 ± 8.5	67.2 ± 11.3	..	53.9 ± 3.7
Provincial	37.7 ± 2.9	54.5 ± 5.8	55.8 ± 4.3	52.1 ± 5.0	56.3 ± 7.7	69.0 ± 6.3	..	62.9 ± 7.0	49.4 ± 4.3
Remote	23.8 ± 9.8	np	38.0 ± 7.8	44.0 ± 7.1	np	np	..	30.2 ± 6.4	35.4 ± 7.5
Very remote	np	..	29.5 ± 5.6	20.8 ± 4.8	21.0 ± 10.7	np	..	10.0 ± 3.3	20.2 ± 4.9
Total	**39.8 ± 2.4**	**60.0 ± 4.0**	**53.3 ± 2.5**	**48.2 ± 2.7**	**55.4 ± 5.0**	**66.9 ± 5.1**	**67.2 ± 11.3**	**30.0 ± 3.7**	**47.5 ± 2.9**
All students									
Metropolitan	74.1 ± 1.5	85.5 ± 0.7	81.4 ± 1.2	86.8 ± 0.7	87.8 ± 0.8	80.6 ± 1.7	89.5 ± 1.2	..	81.1 ± 1.1
Provincial	69.3 ± 1.8	81.9 ± 1.0	78.7 ± 1.4	82.1 ± 1.2	87.0 ± 1.3	80.4 ± 1.5	..	82.6 ± 2.0	77.4 ± 1.4
Remote	48.1 ± 6.7	84.3 ± 10.1	67.6 ± 3.4	77.3 ± 2.6	87.3 ± 2.7	62.0 ± 15.9	..	62.4 ± 4.4	71.7 ± 3.6
Very remote	53.1 ± 13.3	..	52.1 ± 5.0	49.1 ± 4.7	55.1 ± 8.8	81.4 ± 14.1	..	34.6 ± 4.2	47.1 ± 5.3
Total	**72.7 ± 1.6**	**84.6 ± 0.7**	**79.8 ± 1.2**	**84.5 ± 0.7**	**87.3 ± 0.8**	**80.4 ± 1.2**	**89.5 ± 1.2**	**67.3 ± 1.9**	**79.7 ± 1.1**

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

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not published.

.. Not applicable. np Not published.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.78 **Participation in numeracy testing by school sector, 2006 (per cent)**

	Assessed government school students (a)			*Assessed non-government school students* (a)			*Assessed students*					
							Government school students (b)			*Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.5	95.0	94.1	95.8	96.8	97.4	69.8	69.2	62.2	30.2	30.8	37.8
Victoria	89.8	89.5	87.8	92.7	93.0	93.7	68.9	67.9	58.5	31.1	32.1	41.5
Queensland	96.7	97.0	97.1	97.4	98.4	98.3	74.0	73.4	72.1	26.0	26.6	27.9
WA	94.0	94.0	94.4	94.6	95.5	96.3	72.5	71.1	70.0	27.5	28.9	30.0
SA	95.4	95.6	94.3	95.3	95.2	94.9	67.6	68.5	66.5	32.4	31.5	33.5
Tasmania	96.6	96.3	92.9	96.2	96.4	95.3	76.1	74.1	66.9	23.9	25.9	33.1
ACT	96.0	96.4	92.1	95.3	97.2	95.5	63.0	59.5	50.3	37.0	40.5	49.7
NT	89.3	91.2	90.3	93.8	97.6	95.3	79.5	78.2	71.4	20.5	21.8	28.6
Aust	93.8	94.1	93.3	95.1	95.9	96.1	70.7	70.0	64.6	29.3	30.0	35.4

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source : MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.*

Table 4A.79 **Exemptions, absences and participation by equity group in numeracy testing, 2006 (per cent)**

	Students exempted (a)			*Students absent or withdrawn* (a)			*Assessed students*								
							Indigenous students (b)			*LBOTE students* (b)			*All students*		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	1.1	1.1	0.7	5.1	4.5	4.7	4.1	4.4	4.5	28.0	26.4	21.9	94.9	95.5	95.3
Victoria	1.8	1.5	0.7	9.3	9.4	9.9	0.9	0.9	1.1	22.7	22.9	21.3	90.7	90.6	90.1
Queensland	2.2	2.2	2.2	2.6	2.4	2.5	6.9	6.9	6.6	7.9	7.7	6.8	96.9	97.4	97.4
WA	0.7	0.7	0.6	6.1	6.0	5.5	5.7	5.8	5.4	11.8	11.7	11.2	94.2	94.4	94.9
SA	4.1	3.5	3.1	4.7	4.5	5.5	3.3	3.0	2.6	9.8	10.2	9.7	95.3	95.5	94.5
Tasmania	1.1	1.0	0.8	3.5	3.7	6.3	6.9	7.0	6.5	5.2	4.9	4.1	96.5	96.3	93.7
ACT	1.7	1.8	1.1	4.3	3.3	6.2	2.1	1.8	1.5	18.9	18.9	12.8	95.7	96.7	93.8
NT (c)	0.8	0.4	0.6	–	–	–	32.3	31.8	31.4	28.2	27.4	24.9	90.2	92.6	91.7
Aust	1.7	1.5	1.2	5.6	5.3	5.7	4.4	4.4	4.3	19.0	18.4	16.1	94.2	94.6	94.3

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote Indigenous community schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2008a, *National Report on Schooling in Australia 2006: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*.

Table 4A.80 Proportion of year 3 students who achieved the reading benchmark, 2007 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	93.5 ± 1.5	91.8 ± 1.8	95.2 ± 1.2	83.3 ± 4.1	93.1 ± 1.4
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	93.6 ± 1.8	92.0 ± 2.1	95.3 ± 1.4	86.1 ± 4.7	92.0 ± 2.0
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	93.5 ± 1.5	92.7 ± 1.7	95.1 ± 1.3	87.0 ± 3.6	90.7 ± 1.5
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	95.0 ± 1.4	94.2 ± 1.6	95.9 ± 1.2	81.0 ± 5.0	94.1 ± 1.4
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	91.7 ± 1.0	89.5 ± 1.3	94.1 ± 0.8	70.5 ± 4.0	85.9 ± 1.6
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	95.6 ± 1.3	94.5 ± 1.7	96.8 ± 1.1	92.8 ± 3.4	91.3 ± 3.0
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	96.1 ± 0.8	94.5 ± 1.3	97.7 ± 0.6	86.2 ± 6.9	94.3 ± 1.1
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	72.8 ± 2.4	71.2 ± 3.0	74.4 ± 2.8	41.0 ± 4.1	42.3 ± 4.3
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.4 ± 1.5	92.0 ± 1.8	95.0 ± 1.3	80.7 ± 4.1	91.6 ± 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).

(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 4A.85. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source : MCEETYA 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.81 Proportion of year 5 students who achieved the reading benchmark, 2007 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	92.0 ± 1.2	90.2 ± 1.4	93.8 ± 1.0	77.3 ± 3.1	90.4 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	91.4 ± 1.4	89.6 ± 1.5	93.2 ± 1.2	79.9 ± 5.1	89.5 ± 1.5
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland	80.5 ± 3.1	78.6 ± 3.2	83.2 ± 3.1	59.3 ± 4.9	78.0 ± 3.2
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	93.9 ± 0.9	92.7 ± 1.1	95.1 ± 1.0	71.9 ± 4.8	92.1 ± 1.5
1. 10yrs 4mths					
2. 5yrs 7mths					
SA	89.3 ± 1.2	87.1 ± 1.4	91.7 ± 1.1	60.8 ± 5.0	81.9 ± 1.9
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	95.1 ± 1.0	93.9 ± 1.3	96.3 ± 0.9	89.5 ± 4.4	90.0 ± 3.7
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	94.9 ± 1.0	93.3 ± 1.4	96.5 ± 0.9	83.2 ± 9.7	93.0 ± 1.6
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	72.3 ± 2.1	70.0 ± 2.8	74.5 ± 2.7	40.3 ± 3.5	40.7 ± 3.7
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	89.2 ± 1.6	87.4 ± 1.8	91.1 ± 1.5	67.6 ± 4.2	88.1 ± 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).

(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 4A.85. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source : MCEETYA 2008c, *National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7* .

Table 4A.82 Proportion of year 7 students who achieved the reading benchmark, 2007 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	91.3 ± 0.8	89.1 ± 1.0	93.6 ± 0.7	75.8 ± 2.3	90.3 ± 1.0
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	93.0 ± 0.7	91.6 ± 0.8	94.5 ± 0.7	79.9 ± 4.3	90.7 ± 1.0
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	84.2 ± 0.9	83.2 ± 1.0	85.9 ± 0.9	61.5 ± 2.5	77.5 ± 1.8
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.1 ± 0.8	82.0 ± 1.0	86.3 ± 0.9	44.6 ± 2.8	81.6 ± 1.6
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	93.7 ± 0.4	92.2 ± 0.6	95.2 ± 0.4	74.3 ± 3.5	89.6 ± 1.1
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	85.7 ± 1.3	83.3 ± 1.7	88.3 ± 1.4	71.0 ± 4.6	81.4 ± 5.4
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	94.4 ± 0.7	92.8 ± 1.1	96.0 ± 1.0	83.3 ± 8.0	94.7 ± 1.4
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	68.0 ± 2.1	65.8 ± 2.7	70.2 ± 2.6	31.1 ± 3.3	29.1 ± 3.4
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	89.3 ± 0.8	87.6 ± 1.0	91.2 ± 0.8	64.7 ± 2.8	87.9 ± 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).

(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 4A.85. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.83 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	85.2 ± 3.9	88.5 ± 4.9	88.4 ± 3.3	88.1 ± 4.4	73.2 ± 4.5	93.5 ± 4.5	86.2 ± 6.9	..	86.3 ± 3.9
Provincial	82.1 ± 4.7	84.1 ± 6.0	88.0 ± 3.7	85.5 ± 6.1	74.1 ± 6.1	92.5 ± 4.4	..	72.6 ± 6.0	83.9 ± 4.8
Remote	81.9 ± 9.1	np	84.4 ± 6.7	75.2 ± 11.0	55.6 ± 18.4	np	..	41.7 ± 8.0	70.1 ± 9.3
Very remote	58.4 ± 24.7	..	79.5 ± 6.8	65.9 ± 8.6	52.1 ± 13.2	np	..	20.6 ± 4.7	53.8 ± 7.4
Total	**83.3 ± 4.1**	**86.1 ± 4.7**	**87.0 ± 3.6**	**81.0 ± 5.0**	**70.5 ± 4.0**	**92.8 ± 3.4**	**86.2 ± 6.9**	**41.0 ± 4.1**	**80.7 ± 4.1**
All students									
Metropolitan	94.1 ± 1.3	93.9 ± 1.7	94.2 ± 1.3	96.0 ± 1.1	91.9 ± 0.9	96.1 ± 1.2	96.1 ± 0.8	..	94.2 ± 1.3
Provincial	91.6 ± 2.1	93.0 ± 2.1	93.0 ± 1.8	94.9 ± 1.6	91.9 ± 1.3	95.3 ± 1.5	..	85.7 ± 2.5	92.6 ± 1.9
Remote	87.7 ± 4.1	98.3 ± 6.1	90.8 ± 3.5	91.6 ± 2.8	92.1 ± 2.7	95.5 ± 8.5	..	71.8 ± 4.5	88.8 ± 3.4
Very remote	80.2 ± 10.0	..	85.7 ± 4.8	79.9 ± 5.1	75.2 ± 7.2	np	..	37.6 ± 4.5	71.7 ± 5.3
Total	**93.5 ± 1.5**	**93.6 ± 1.8**	**93.5 ± 1.5**	**95.0 ± 1.4**	**91.7 ± 1.0**	**95.6 ± 1.3**	**96.1 ± 0.8**	**72.8 ± 2.4**	**93.4 ± 1.5**
Year 5									
Indigenous students									
Metropolitan	80.5 ± 3.2	82.4 ± 6.1	64.8 ± 5.2	81.9 ± 5.3	66.3 ± 6.2	92.1 ± 4.8	83.2 ± 9.7	..	74.5 ± 5.1
Provincial	75.0 ± 3.6	78.0 ± 5.9	60.5 ± 5.5	77.1 ± 6.7	65.4 ± 8.7	87.6 ± 5.8	..	70.1 ± 6.8	71.3 ± 5.7
Remote	63.7 ± 10.6	np	45.8 ± 8.2	70.4 ± 9.7	49.4 ± 17.9	np	..	53.1 ± 7.5	55.6 ± 9.4
Very remote	67.1 ± 18.4	..	41.2 ± 6.8	48.3 ± 10.5	28.2 ± 12.5	np	..	17.0 ± 3.9	32.6 ± 7.5
Total	**77.3 ± 3.1**	**79.9 ± 5.1**	**59.3 ± 4.9**	**71.9 ± 4.8**	**60.8 ± 5.0**	**89.5 ± 4.4**	**83.2 ± 9.7**	**40.3 ± 3.5**	**67.6 ± 4.2**

Table 4A.83 Proportion of year 3, 5 and 7 students achieving the reading benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	92.6 ± 1.1	91.8 ± 1.3	82.3 ± 2.9	95.0 ± 0.8	89.9 ± 1.2	95.9 ± 0.9	94.9 ± 1.0	..	90.3 ± 1.5
Provincial	90.3 ± 1.4	90.3 ± 1.6	78.8 ± 3.4	93.5 ± 1.3	88.9 ± 1.5	94.4 ± 1.3	..	85.1 ± 2.4	87.7 ± 2.0
Remote	80.2 ± 4.6	82.1 ± 11.5	68.6 ± 5.1	90.0 ± 2.6	86.8 ± 3.1	96.2 ± 5.1	..	77.9 ± 3.9	79.8 ± 4.1
Very remote	83.6 ± 8.4	..	57.2 ± 5.6	71.6 ± 6.0	64.9 ± 8.1	90.0 ± 12.6	..	36.8 ± 4.0	56.2 ± 5.6
Total	**92.0 ± 1.2**	**91.4 ± 1.4**	**80.5 ± 3.1**	**93.9 ± 0.9**	**89.3 ± 1.2**	**95.1 ± 1.0**	**94.9 ± 1.0**	**72.3 ± 2.1**	**89.2 ± 1.6**
Year 7									
Indigenous students									
Metropolitan	79.1 ± 2.4	79.9 ± 5.5	65.6 ± 3.3	55.6 ± 4.5	81.1 ± 3.5	69.7 ± 7.4	83.3 ± 8.0	..	72.4 ± 3.4
Provincial	73.6 ± 2.8	80.0 ± 5.4	64.3 ± 3.3	47.2 ± 5.9	74.5 ± 5.1	73.2 ± 6.0	..	64.4 ± 6.3	69.3 ± 3.8
Remote	54.9 ± 10.5	np	57.8 ± 7.3	42.8 ± 6.8	75.3 ± 12.2	np	..	30.6 ± 6.5	47.0 ± 8.0
Very remote	55.3 ± 21.2	..	37.9 ± 6.5	21.1 ± 5.3	37.7 ± 14.5	np	..	12.7 ± 3.4	25.4 ± 6.1
Total	**75.8 ± 2.3**	**79.9 ± 4.3**	**61.5 ± 2.5**	**44.6 ± 2.8**	**74.3 ± 3.5**	**71.0 ± 4.6**	**83.3 ± 8.0**	**31.1 ± 3.3**	**64.7 ± 2.8**
All students									
Metropolitan	92.0 ± 0.8	93.3 ± 0.7	85.5 ± 0.9	86.5 ± 0.8	94.2 ± 0.4	87.3 ± 1.4	94.4 ± 0.7	..	90.5 ± 0.8
Provincial	89.7 ± 1.0	92.2 ± 0.9	83.4 ± 1.1	81.6 ± 1.4	93.0 ± 0.8	84.7 ± 1.6	..	83.7 ± 2.2	88.0 ± 1.1
Remote	75.3 ± 5.4	89.6 ± 11.5	76.6 ± 2.8	75.7 ± 2.6	93.3 ± 1.9	73.5 ± 14.6	..	61.3 ± 4.8	77.1 ± 3.4
Very remote	77.6 ± 11.3	..	56.3 ± 4.8	48.0 ± 4.3	67.4 ± 7.3	76.6 ± 16.7	..	33.6 ± 3.9	49.5 ± 5.0
Total	**91.3 ± 0.8**	**93.0 ± 0.7**	**84.2 ± 0.9**	**84.1 ± 0.8**	**93.7 ± 0.4**	**85.7 ± 1.3**	**94.4 ± 0.7**	**68.0 ± 2.1**	**89.3 ± 0.8**

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

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not published.

.. Not applicable. np Not published.

Table 4A.83 **Proportion of year 3, 5 and 7 students achieving the reading benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)**

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

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.84 **Participation in reading testing by school sector, 2007 (per cent)**

	Assessed government school students (a)			*Assessed non-government school students* (a)			*Assessed students: Government school students* (b)			*Assessed students: Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.0	94.7	94.9	95.1	95.9	95.4	69.4	69.0	62.7	30.6	31.0	37.3
Victoria	91.2	91.5	89.6	93.3	93.3	94.4	68.6	67.6	57.8	31.4	32.4	42.2
Queensland	96.6	96.9	96.5	96.8	97.1	97.4	72.7	72.6	71.2	27.3	27.4	28.8
WA	94.4	94.5	94.4	94.3	95.4	96.7	72.9	65.9	69.3	27.1	34.1	30.7
SA	98.1	97.7	97.3	95.7	95.3	95.6	67.9	67.4	67.1	32.1	32.6	32.9
Tasmania	96.0	96.1	93.9	94.6	94.2	92.9	75.7	74.6	67.7	24.3	25.4	32.3
ACT	92.9	93.2	90.1	92.1	94.4	92.9	61.6	60.0	50.7	38.4	40.0	49.3
NT	85.5	89.8	88.1	94.4	94.6	89.5	78.2	79.0	70.2	21.8	21.0	29.8
Aust	94.1	94.5	94.0	94.9	95.3	95.4	70.3	69.2	64.4	29.7	30.8	35.6

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.85 **Exemptions, absences and participation by equity group in reading testing, 2007 (per cent)**

	Students exempted (a)			*Students absent or withdrawn* (a)			*Assessed students*								
							Indigenous students (b)			*LBOTE students* (b)			*All students*		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	1.2	1.1	0.9	5.6	4.9	4.9	4.2	4.4	5.0	28.4	27.6	26.1	94.4	95.1	95.1
Victoria	1.9	1.7	0.6	8.2	7.9	8.4	1.0	1.0	0.9	23.5	24.2	21.4	91.8	92.1	91.6
Queensland	2.5	2.2	2.2	3.6	3.3	3.5	6.4	6.6	6.2	7.6	7.5	6.8	96.6	97.0	96.8
WA	0.9	0.9	0.8	5.6	5.2	4.9	5.6	5.0	4.8	12.1	12.9	12.5	94.4	94.8	95.1
SA	4.6	3.3	2.5	2.6	3.1	3.3	3.3	3.1	3.2	11.0	11.0	10.8	97.4	96.9	96.7
Tasmania	0.9	0.7	0.8	4.7	4.7	6.7	6.8	6.3	6.5	3.3	2.8	2.9	95.7	95.6	93.6
ACT	2.2	2.2	1.8	7.4	6.3	8.5	2.1	1.8	1.6	19.9	20.3	20.4	92.6	93.7	91.5
NT (c)	1.3	1.0	1.1	12.7	9.2	11.5	29.0	31.9	30.1	25.0	28.2	25.5	87.3	90.8	88.5
Aust	1.8	1.7	1.2	5.7	5.3	5.6	4.3	4.3	4.4	19.2	19.5	17.8	94.4	94.8	94.5

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7 (unpublished).

Table 4A.86 Proportion of year 3 students who achieved the writing benchmark, 2007 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	93.9 ± 1.6	92.0 ± 2.0	96.0 ± 1.2	82.2 ± 4.4	92.9 ± 1.6
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria (g)	94.1 ± 1.2	91.6 ± 1.6	96.6 ± 0.8	86.1 ± 4.2	93.7 ± 1.0
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	95.1 ± 0.6	94.1 ± 0.8	97.0 ± 0.4	89.0 ± 2.0	92.4 ± 0.6
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	87.4 ± 1.9	83.9 ± 2.4	91.0 ± 1.5	58.7 ± 4.6	87.5 ± 2.0
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	91.1 ± 2.5	88.3 ± 3.3	93.9 ± 1.8	71.7 ± 6.5	90.5 ± 2.8
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	89.6 ± 1.6	85.9 ± 2.3	93.4 ± 1.5	81.3 ± 4.7	89.1 ± 4.1
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.1 ± 1.1	93.3 ± 1.5	96.8 ± 0.9	83.9 ± 7.4	92.9 ± 1.8
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	66.6 ± 2.9	62.6 ± 3.6	70.5 ± 3.4	31.0 ± 3.7	33.7 ± 3.9
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.0 ± 1.4	90.8 ± 1.8	95.4 ± 1.0	76.6 ± 3.8	91.7 ± 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).

(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 4A.91. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

(g) Victoria has advised that the increase (since 2004) in the percentage of students reaching the Writing benchmark in Victoria was due to changes in the marking instructions. See MCEEYTA (2008c) p.6 for further information.

Table 4A.86 **Proportion of year 3 students who achieved the writing benchmark, 2007 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.87 Proportion of year 5 students who achieved the writing benchmark, 2007 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	95.4 ± 1.2	93.9 ± 1.6	96.9 ± 0.9	85.6 ± 3.7	94.1 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	96.0 ± 0.3	94.4 ± 0.4	97.8 ± 0.2	89.6 ± 2.8	95.7 ± 0.3
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland	96.3 ± 0.3	95.4 ± 0.4	97.9 ± 0.2	91.4 ± 1.3	93.7 ± 0.4
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	84.8 ± 2.0	80.6 ± 2.4	89.4 ± 1.7	51.0 ± 5.1	85.8 ± 2.1
1. 10yrs 4mths					
2. 5yrs 7mths					
SA	91.3 ± 1.6	88.4 ± 2.1	94.4 ± 1.2	75.5 ± 5.2	86.9 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	86.2 ± 2.2	81.2 ± 2.9	91.4 ± 1.9	75.3 ± 6.3	85.7 ± 4.9
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	94.2 ± 1.9	92.3 ± 2.5	96.1 ± 1.4	79.8 ± 10.0	92.9 ± 2.3
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	63.3 ± 3.3	57.5 ± 4.1	69.1 ± 3.5	29.6 ± 4.0	31.1 ± 4.1
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	94.1 ± 0.9	92.3 ± 1.2	96.2 ± 0.7	79.5 ± 3.2	92.8 ± 1.0

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

(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 4A.91. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.88 **Proportion of year 7 students who achieved the writing benchmark, 2007 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	93.4 ± 1.9	91.2 ± 2.4	95.6 ± 1.3	79.3 ± 5.0	92.8 ± 2.1
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria	94.8 ± 0.5	92.1 ± 0.8	97.7 ± 0.3	82.8 ± 3.3	94.9 ± 0.6
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	96.3 ± 0.3	95.3 ± 0.5	97.7 ± 0.3	91.6 ± 1.3	93.3 ± 0.5
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	85.2 ± 1.7	80.2 ± 2.3	90.6 ± 1.3	53.6 ± 4.5	86.6 ± 1.8
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	88.8 ± 2.3	85.0 ± 3.0	92.9 ± 1.7	61.8 ± 6.5	85.4 ± 2.6
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	81.9 ± 1.9	75.1 ± 2.7	88.9 ± 1.7	67.7 ± 6.1	80.5 ± 5.5
1. 13yrs 1mth					
2. 7yrs 7mths					
ACT	91.2 ± 2.5	88.0 ± 3.4	94.4 ± 1.8	74.5 ± 11.0	91.2 ± 3.0
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	55.9 ± 2.9	48.5 ± 3.6	63.7 ± 3.3	20.7 ± 3.1	21.5 ± 3.6
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	92.5 ± 1.3	89.8 ± 1.7	95.3 ± 0.9	74.5 ± 3.8	91.5 ± 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).

(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 4A.91. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.89 Proportion of year 3, 5 and 7 students achieving the writing benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	84.4 ± 4.2	89.3 ± 4.7	91.2 ± 1.6	69.7 ± 6.5	78.2 ± 7.5	82.7 ± 7.1	83.9 ± 7.4	..	84.7 ± 4.0
Provincial	80.7 ± 4.8	83.5 ± 5.0	90.9 ± 2.1	63.5 ± 6.4	71.7 ± 8.6	80.3 ± 5.6	..	63.2 ± 6.9	80.8 ± 4.5
Remote	78.2 ± 9.9	np	81.1 ± 6.2	55.1 ± 7.4	69.8 ± 17.9	np	..	35.0 ± 7.2	61.2 ± 7.9
Very remote	67.0 ± 16.6	..	78.9 ± 6.1	34.4 ± 6.9	35.1 ± 14.9	np	..	10.2 ± 3.3	40.8 ± 6.0
Total	**82.2 ± 4.4**	**86.1 ± 4.2**	**89.0 ± 2.0**	**58.7 ± 4.6**	**71.7 ± 6.5**	**81.3 ± 4.7**	**83.9 ± 7.4**	**31.0 ± 3.7**	**76.6 ± 3.8**
All students									
Metropolitan	94.4 ± 1.4	94.5 ± 1.0	95.7 ± 0.5	89.3 ± 1.8	92.2 ± 2.3	91.6 ± 1.7	95.1 ± 1.1	..	94.0 ± 1.3
Provincial	92.7 ± 2.0	92.6 ± 1.8	95.2 ± 0.7	86.2 ± 2.4	89.4 ± 3.0	88.0 ± 2.0	..	80.9 ± 3.3	92.0 ± 1.8
Remote	87.5 ± 4.7	98.4 ± 6.0	92.3 ± 1.9	81.4 ± 3.0	86.4 ± 5.2	89.2 ± 8.5	..	66.9 ± 4.6	84.1 ± 3.5
Very remote	86.0 ± 7.6	..	86.9 ± 3.6	59.1 ± 4.7	65.1 ± 9.2	np	..	28.3 ± 4.3	62.5 ± 4.8
Total	**93.9 ± 1.6**	**94.1 ± 1.2**	**95.1 ± 0.6**	**87.4 ± 1.9**	**91.1 ± 2.5**	**89.6 ± 1.6**	**95.1 ± 1.1**	**66.6 ± 2.9**	**93.0 ± 1.4**
Year 5									
Indigenous students									
Metropolitan	88.4 ± 3.5	91.1 ± 3.7	94.0 ± 1.3	64.8 ± 6.6	79.2 ± 5.8	77.1 ± 9.4	79.8 ± 10.0	..	88.1 ± 5.7
Provincial	84.0 ± 4.3	88.3 ± 3.7	92.1 ± 1.5	53.7 ± 8.3	77.1 ± 7.4	74.1 ± 6.9	..	61.7 ± 7.5	82.9 ± 6.5
Remote	68.8 ± 10.1	np	85.8 ± 4.7	48.1 ± 9.8	64.0 ± 18.2	np	..	40.3 ± 9.6	62.8 ± 11.8
Very remote	76.6 ± 19.5	..	81.7 ± 4.7	23.2 ± 7.7	59.3 ± 13.3	np	..	6.1 ± 2.9	40.4 ± 5.9
Total	**85.6 ± 3.7**	**89.6 ± 2.8**	**91.4 ± 1.3**	**51.0 ± 5.1**	**75.5 ± 5.2**	**75.3 ± 6.3**	**79.8 ± 10.0**	**29.6 ± 4.0**	**79.5 ± 3.2**

Table 4A.89 Proportion of year 3, 5 and 7 students achieving the writing benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	95.7 ± 1.1	96.4 ± 0.3	96.7 ± 0.3	87.2 ± 1.8	91.9 ± 1.4	88.9 ± 2.3	94.2 ± 1.9	..	95.1 ± 0.8
Provincial	94.5 ± 1.7	95.1 ± 0.5	96.3 ± 0.4	82.6 ± 2.7	90.6 ± 2.0	84.2 ± 2.6	..	77.1 ± 3.7	93.2 ± 1.3
Remote	86.3 ± 4.1	94.2 ± 7.1	94.6 ± 1.5	76.4 ± 4.2	89.3 ± 3.7	90.5 ± 10.2	..	66.8 ± 5.2	84.6 ± 3.5
Very remote	87.7 ± 9.2	..	88.3 ± 2.8	50.2 ± 5.9	77.4 ± 8.0	81.3 ± 14.7	..	27.3 ± 4.3	61.5 ± 4.7
Total	**95.4 ± 1.2**	**96.0 ± 0.3**	**96.3 ± 0.3**	**84.8 ± 2.0**	**91.3 ± 1.6**	**86.2 ± 2.2**	**94.2 ± 1.9**	**63.3 ± 3.3**	**94.1 ± 0.9**
Year 7									
Indigenous students									
Metropolitan	82.9 ± 4.6	85.5 ± 4.4	93.0 ± 1.4	65.0 ± 5.5	71.4 ± 7.8	69.4 ± 8.8	74.5 ± 11.0	..	83.3 ± 4.1
Provincial	77.0 ± 5.6	80.7 ± 4.6	92.9 ± 1.6	59.4 ± 7.3	60.9 ± 8.0	66.8 ± 7.3	..	49.4 ± 7.2	77.5 ± 4.9
Remote	57.8 ± 11.5	np	88.3 ± 4.0	48.8 ± 10.0	55.2 ± 19.3	np	..	19.5 ± 6.1	52.8 ± 8.3
Very remote	44.2 ± 21.2	..	83.5 ± 4.2	27.0 ± 6.6	19.3 ± 10.0	np	..	5.0 ± 2.2	38.3 ± 4.8
Total	**79.3 ± 5.0**	**82.8 ± 3.3**	**91.6 ± 1.3**	**53.6 ± 4.5**	**61.8 ± 6.5**	**67.7 ± 6.1**	**74.5 ± 11.0**	**20.7 ± 3.1**	**74.5 ± 3.8**
All students									
Metropolitan	94.0 ± 1.7	95.5 ± 0.5	96.5 ± 0.3	87.6 ± 1.6	90.2 ± 2.1	84.4 ± 2.2	91.2 ± 2.5	..	93.7 ± 1.2
Provincial	91.8 ± 2.3	92.9 ± 0.8	96.4 ± 0.4	82.5 ± 2.3	86.5 ± 2.9	80.0 ± 2.3	..	69.7 ± 3.5	90.9 ± 1.6
Remote	78.0 ± 6.5	93.1 ± 9.5	94.3 ± 1.3	76.3 ± 3.9	84.5 ± 4.8	74.8 ± 13.9	..	48.3 ± 5.3	78.9 ± 4.0
Very remote	74.0 ± 10.3	..	89.2 ± 2.6	52.9 ± 4.9	55.3 ± 10.9	np	..	27.0 ± 4.2	59.0 ± 4.7
Total	**93.4 ± 1.9**	**94.8 ± 0.5**	**96.3 ± 0.3**	**85.2 ± 1.7**	**88.8 ± 2.3**	**81.9 ± 1.9**	**91.2 ± 2.5**	**55.9 ± 2.9**	**92.5 ± 1.3**

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

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not applicable.

.. Not applicable. np Not published.

Source: MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.90 **Participation in writing testing by school sector, 2007 (per cent)**

	Assessed government school students (a)			*Assessed non-government school students* (a)			*Assessed students: Government school students* (b)			*Assessed students: Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.2	94.9	94.8	95.3	96.1	95.2	69.4	69.0	62.7	30.6	31.0	37.3
Victoria	91.0	91.3	89.3	93.2	93.0	94.3	68.5	67.6	57.7	31.5	32.4	42.3
Queensland	96.5	96.8	96.4	96.8	97.0	97.3	72.7	72.6	71.2	27.3	27.4	28.8
WA	93.5	93.7	94.0	93.8	94.7	95.8	72.9	65.9	69.4	27.1	34.1	30.6
SA	97.7	97.7	96.8	95.3	94.6	95.3	67.9	67.6	67.1	32.1	32.4	32.9
Tasmania	94.5	95.2	91.9	94.7	94.0	93.0	75.4	74.5	67.2	24.6	25.5	32.8
ACT	92.3	93.1	89.7	88.2	95.1	93.0	62.4	59.8	50.5	37.6	40.2	49.5
NT	88.0	90.4	88.2	93.3	92.8	89.5	78.8	79.4	70.1	21.2	20.6	29.9
Aust	94.0	94.5	93.8	94.7	95.2	95.2	70.3	69.2	64.4	29.7	30.8	35.6

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.91 **Exemptions, absences and participation by equity group in writing testing, 2007 (per cent)**

	Students			*Students*			*Assessed students*								
	exempted (a)			*absent or withdrawn* (a)			*Indigenous students* (b)			*LBOTE students* (b)			*All students*		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	1.2	1.1	0.9	5.5	4.7	5.0	4.2	4.5	5.0	28.4	27.6	26.1	94.5	95.3	95.0
Victoria	1.9	1.7	0.6	8.3	8.2	8.7	1.0	1.0	0.9	23.5	24.2	21.4	91.7	91.8	91.3
Queensland	2.5	2.2	2.2	3.6	3.4	3.6	6.3	6.6	6.2	7.6	7.5	6.8	96.6	96.9	96.7
WA	0.9	0.9	0.8	6.5	6.0	5.5	5.5	4.9	4.6	12.0	12.8	12.5	93.5	94.0	94.5
SA	4.6	3.3	2.5	3.1	3.3	3.7	3.3	3.1	3.2	10.9	11.0	10.8	96.9	96.7	96.3
Tasmania	0.9	0.7	0.8	5.8	5.4	8.1	6.7	6.2	6.4	3.2	2.8	2.9	94.6	94.9	92.2
ACT	2.2	2.2	1.8	9.3	6.1	8.7	2.0	1.8	1.6	19.7	20.3	20.2	92.2	93.9	91.3
NT (c)	1.3	1.1	1.1	10.9	9.2	11.4	30.6	32.0	30.0	26.3	28.5	25.3	89.1	90.8	88.6
Aust	1.8	1.7	1.2	5.8	5.4	5.8	4.3	4.3	4.3	19.2	19.5	17.8	94.2	94.7	94.3

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7 (Unpublished).

Table 4A.92 Proportion of year 3 students who achieved the numeracy benchmark, 2007 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	95.9 ± 0.9	95.4 ± 0.9	96.4 ± 0.9	90.2 ± 2.6	94.8 ± 0.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	95.0 ± 1.1	94.5 ± 1.0	95.6 ± 1.2	88.5 ± 4.1	93.1 ± 1.3
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	90.2 ± 2.1	90.1 ± 2.0	90.8 ± 2.1	77.6 ± 4.3	85.9 ± 2.4
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	90.4 ± 2.2	90.1 ± 2.1	90.7 ± 2.3	67.5 ± 5.7	89.4 ± 2.3
1. 8 years, 6 months					
2. 3 years, 7 months					
SA	89.5 ± 1.6	88.9 ± 1.4	90.2 ± 1.8	67.6 ± 5.2	83.2 ± 2.2
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.1 ± 2.1	90.4 ± 2.4	91.9 ± 2.1	84.2 ± 5.3	88.2 ± 3.8
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	94.3 ± 1.3	93.6 ± 1.6	95.0 ± 1.5	82.7 ± 8.3	91.7 ± 2.4
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	82.3 ± 2.2	80.9 ± 2.6	83.8 ± 2.7	57.7 ± 4.5	57.0 ± 4.9
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.2 ± 1.4	92.8 ± 1.4	93.7 ± 1.5	78.8 ± 4.1	92.1 ± 1.4

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

(b) Students who were absent or withdrawn from testing 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 4A.97. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.93 Proportion of year 5 students who achieved the numeracy benchmark, 2007 (per cent) (a), (b), (c)

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW	91.3 ± 0.9	91.4 ± 0.9	91.3 ± 1.0	76.0 ± 2.7	89.7 ± 1.0
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	91.5 ± 1.3	91.6 ± 1.2	91.4 ± 1.4	75.4 ± 4.6	89.9 ± 1.3
1. 11yrs 0mths					
2. 5yrs 7mths					
Queensland (g)	83.7 ± 1.6	84.2 ± 1.5	83.8 ± 1.7	62.3 ± 3.0	81.4 ± 1.9
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.3 ± 1.6	87.5 ± 1.6	87.1 ± 1.8	54.8 ± 4.8	85.3 ± 2.2
1. 10yrs 4mths					
2. 5yrs 7mths					
SA	89.6 ± 1.5	88.8 ± 1.5	90.3 ± 1.7	63.9 ± 5.6	83.4 ± 2.0
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.4 ± 1.5	89.0 ± 1.8	89.8 ± 1.7	79.5 ± 5.3	83.3 ± 5.4
1. 11yrs 1mth					
2. 5yrs 7mths					
ACT	92.4 ± 1.3	91.7 ± 1.5	93.1 ± 1.4	79.1 ± 9.1	90.1 ± 2.0
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	70.2 ± 2.2	69.8 ± 2.7	70.6 ± 3.0	34.5 ± 3.5	35.6 ± 3.8
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	89.0 ± 1.3	89.1 ± 1.3	89.1 ± 1.4	65.5 ± 3.4	87.6 ± 1.4

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

(b) Students who were absent or withdrawn from testing 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 4A.97. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

(g) Some students did not indicate their gender therefore the total percentages for all students have not be proportionally located within the range provided for male and female students.

Table 4A.93 **Proportion of year 5 students who achieved the numeracy benchmark, 2007 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.94 **Proportion of year 7 students who achieved the numeracy benchmark, 2007 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)
NSW (g)	73.4 ± 0.8	71.7 ± 0.8	75.3 ± 0.9	40.1 ± 1.9	72.4 ± 0.9
1. 12yrs 6mths					
2. 7yrs 4mths					
Victoria	89.0 ± 0.9	89.2 ± 0.9	88.8 ± 1.0	67.6 ± 4.4	87.3 ± 1.1
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland (h)	77.4 ± 0.9	77.9 ± 1.0	77.6 ± 1.0	49.0 ± 2.2	76.5 ± 1.6
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	83.8 ± 0.7	84.3 ± 0.8	83.2 ± 0.9	46.9 ± 3.1	84.0 ± 1.3
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	85.6 ± 0.9	86.6 ± 1.0	84.4 ± 1.1	57.0 ± 5.0	82.9 ± 1.9
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	79.8 ± 1.3	81.0 ± 1.7	78.5 ± 1.7	63.8 ± 5.5	72.4 ± 6.5
1. 13yrs 1mth					
2. 7yrs 7mths					
ACT	86.1 ± 1.6	85.6 ± 2.0	86.6 ± 1.9	59.4 ± 11.0	87.3 ± 2.8
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	66.7 ± 2.0	67.6 ± 2.7	65.7 ± 2.6	27.7 ± 3.1	25.8 ± 3.1
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	80.2 ± 0.9	80.0 ± 0.9	80.6 ± 1.0	46.0 ± 2.7	78.0 ± 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).

(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 4A.97. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

(g) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

Table 4A.94 **Proportion of year 7 students who achieved the numeracy benchmark, 2007 (per cent) (a), (b), (c)**

1 Average age (d) *2 Years of schooling* (e)	*All students*	*Male students*	*Female students*	*Indigenous students* (f)	*LBOTE students* (f)

(i) a lower proportion of year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks

(ii) a lower proprtion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

The national benchmark results show that NSW students in years 3 and 5 are consistently performing at or above the national average for reading writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

(h) Some students did not indicate their gender therefore the total percentages for all students have not be proportionally located within the range provided for male and female students.

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.95 **Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3									
Indigenous students									
Metropolitan	90.8 ± 2.4	92.0 ± 3.8	81.1 ± 4.1	78.6 ± 5.8	71.1 ± 5.3	80.3 ± 8.2	82.7 ± 8.3	..	84.2 ± 4.0
Provincial	90.0 ± 3.0	85.7 ± 5.4	78.9 ± 4.4	72.3 ± 7.2	68.2 ± 7.6	86.1 ± 5.9	..	86.2 ± 4.5	83.6 ± 4.4
Remote	86.9 ± 7.4	np	74.7 ± 7.8	60.6 ± 9.9	73.1 ± 16.7	np	..	64.3 ± 7.3	69.5 ± 8.6
Very remote	81.0 ± 17.3	..	62.1 ± 8.8	46.9 ± 8.0	41.9 ± 17.4	np	..	40.2 ± 6.0	49.5 ± 8.1
Total	**90.2 ± 2.6**	**88.5 ± 4.1**	**77.6 ± 4.3**	**67.5 ± 5.7**	**67.6 ± 5.2**	**84.2 ± 5.3**	**82.7 ± 8.3**	**57.7 ± 4.5**	**78.8 ± 4.1**
All students									
Metropolitan	96.1 ± 0.8	95.1 ± 1.0	91.0 ± 1.9	92.0 ± 1.9	89.7 ± 1.4	92.6 ± 1.8	94.3 ± 1.3	..	93.8 ± 1.3
Provincial	95.5 ± 1.1	94.8 ± 1.3	89.7 ± 2.3	89.4 ± 2.7	89.3 ± 1.9	89.9 ± 2.5	..	94.0 ± 1.5	92.7 ± 1.7
Remote	91.6 ± 3.1	99.2 ± 3.8	87.4 ± 3.8	85.5 ± 3.7	92.2 ± 2.7	92.0 ± 7.8	..	84.9 ± 3.5	87.7 ± 3.5
Very remote	90.8 ± 7.4	..	75.0 ± 5.8	67.1 ± 5.5	71.8 ± 9.5	np	..	52.4 ± 5.1	67.2 ± 5.8
Total	**95.9 ± 0.9**	**95.0 ± 1.1**	**90.2 ± 2.1**	**90.4 ± 2.2**	**89.5 ± 1.6**	**91.1 ± 2.1**	**94.3 ± 1.3**	**82.3 ± 2.2**	**93.2 ± 1.4**
Year 5									
Indigenous students									
Metropolitan	79.7 ± 3.0	79.7 ± 5.0	67.5 ± 3.4	67.0 ± 6.3	70.3 ± 6.7	76.5 ± 8.7	79.1 ± 9.1	..	73.6 ± 4.0
Provincial	73.3 ± 3.2	72.0 ± 6.3	65.2 ± 3.7	60.0 ± 7.8	65.0 ± 9.5	80.9 ± 5.9	..	69.9 ± 5.8	70.1 ± 4.5
Remote	63.3 ± 9.7	np	44.8 ± 6.7	49.2 ± 10.3	59.9 ± 19.2	np	..	45.8 ± 7.2	49.6 ± 8.7
Very remote	64.1 ± 19.8	..	42.7 ± 5.9	31.0 ± 8.0	31.5 ± 15.3	np	..	10.7 ± 3.4	27.2 ± 5.9
Total	**76.0 ± 2.7**	**75.4 ± 4.6**	**62.3 ± 3.0**	**54.8 ± 4.8**	**63.9 ± 5.6**	**79.5 ± 5.3**	**79.1 ± 9.1**	**34.5 ± 3.5**	**65.5 ± 3.4**

Table 4A.95 **Proportion of year 3, 5 and 7 students achieving the numeracy benchmark, by Indigenous status and geolocation, 2007 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	91.9 ± 0.9	92.0 ± 1.2	85.1 ± 1.5	89.3 ± 1.4	90.0 ± 1.5	90.9 ± 1.5	92.4 ± 1.3	..	90.2 ± 1.2
Provincial	89.8 ± 1.2	90.1 ± 1.6	82.7 ± 1.8	86.4 ± 2.3	89.3 ± 1.7	88.1 ± 1.9	..	86.5 ± 2.2	87.8 ± 1.6
Remote	80.8 ± 4.3	88.3 ± 9.2	72.1 ± 3.4	79.9 ± 3.9	87.3 ± 3.4	90.9 ± 8.3	..	74.7 ± 4.0	78.3 ± 3.9
Very remote	83.1 ± 8.8	..	60.8 ± 4.6	55.0 ± 6.4	67.8 ± 9.1	98.2 ± 7.3	..	30.9 ± 3.9	52.2 ± 5.3
Total	**91.3 ± 0.9**	**91.5 ± 1.3**	**83.7 ± 1.6**	**87.3 ± 1.6**	**89.6 ± 1.5**	**89.4 ± 1.5**	**92.4 ± 1.3**	**70.2 ± 2.2**	**89.0 ± 1.3**
Year 7									
Indigenous students									
Metropolitan	44.0 ± 2.4	69.8 ± 6.0	52.7 ± 2.7	56.6 ± 4.5	65.5 ± 7.0	60.9 ± 9.1	59.4 ± 11.0	..	51.7 ± 3.5
Provincial	37.4 ± 2.7	65.8 ± 5.9	52.4 ± 3.4	51.8 ± 5.9	54.2 ± 7.6	66.6 ± 6.2	..	66.6 ± 6.4	49.0 ± 4.0
Remote	18.1 ± 7.1	np	42.1 ± 6.5	43.9 ± 7.3	58.6 ± 18.9	np	..	26.9 ± 6.0	35.7 ± 7.5
Very remote	14.0 ± 13.4	..	27.0 ± 5.7	25.0 ± 5.7	20.6 ± 14.7	np	..	8.3 ± 2.6	18.9 ± 5.2
Total	**40.1 ± 1.9**	**67.6 ± 4.4**	**49.0 ± 2.2**	**46.9 ± 3.1**	**57.0 ± 5.0**	**63.8 ± 5.5**	**59.4 ± 11.0**	**27.7 ± 3.1**	**46.0 ± 2.7**
All students									
Metropolitan	75.0 ± 0.8	89.6 ± 0.9	79.0 ± 0.9	86.0 ± 0.7	86.7 ± 0.9	80.2 ± 1.9	86.1 ± 1.6	..	81.7 ± 0.9
Provincial	69.3 ± 1.1	87.4 ± 1.1	76.2 ± 1.2	81.8 ± 1.2	83.5 ± 1.5	79.4 ± 1.7	..	84.7 ± 2.1	78.0 ± 1.2
Remote	47.3 ± 5.9	85.7 ± 10.1	66.6 ± 3.1	76.0 ± 2.8	83.7 ± 3.4	77.5 ± 12.7	..	59.6 ± 4.5	70.4 ± 3.7
Very remote	44.8 ± 12.0	..	48.0 ± 4.1	49.3 ± 4.1	54.0 ± 10.5	np	..	30.1 ± 3.6	43.8 ± 4.7
Total	**73.4 ± 0.8**	**89.0 ± 0.9**	**77.4 ± 0.9**	**83.8 ± 0.7**	**85.6 ± 0.9**	**79.8 ± 1.3**	**86.1 ± 1.6**	**66.7 ± 2.0**	**80.2 ± 0.9**

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

(b) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

(c) Insufficient or no students in an area of geographic classification are tabulated as not applicable.

.. Not applicable. np Not published.

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.96 **Participation in numeracy testing by school sector, 2007 (per cent)**

	Assessed government school students (a)			*Assessed non-government school students* (a)			*Assessed students: Government school students* (b)			*Assessed students: Non-government school students* (b)		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	94.1	94.7	93.3	95.2	95.9	94.2	69.4	69.0	62.6	30.6	31.0	37.4
Victoria	91.4	91.6	89.8	93.2	93.6	94.5	68.6	67.5	57.8	31.4	32.5	42.2
Queensland	97.3	97.6	97.3	96.9	97.5	97.8	72.9	72.6	71.3	27.1	27.4	28.7
WA	94.8	94.8	94.9	94.8	95.9	96.6	72.9	65.9	69.5	27.1	34.1	30.5
SA	97.5	96.9	96.3	95.5	95.0	95.4	67.8	67.3	66.9	32.2	32.7	33.1
Tasmania	96.7	96.6	94.2	96.1	95.0	92.8	75.5	74.5	67.8	24.5	25.5	32.2
ACT	94.3	94.7	90.6	92.7	95.2	94.0	61.8	60.2	50.5	38.2	39.8	49.5
NT	91.1	93.2	90.6	95.9	94.8	93.1	79.0	79.5	69.8	21.0	20.5	30.2
Aust	94.5	94.8	93.8	95.0	95.5	95.1	70.3	69.2	64.4	29.7	30.8	35.6

(a) The percentage of students from government and non-government schools respectively 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 respectively based on data from the NSSC.

(b) The percentages of assessed students who were government and non-government school students respectively.

Source: MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7.

Table 4A.97 **Exemptions, absences and participation by equity group in numeracy testing, 2007 (per cent)**

	Students			*Students*			*Assessed students*								
	exempted (a)			*absent or withdrawn* (a)			*Indigenous students* (b)			*LBOTE students* (b)			*All students*		
	Year 3	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*	*Year 3*	*Year 5*	*Year 7*
NSW	1.2	1.1	0.8	5.6	4.9	6.4	4.2	4.4	4.6	28.4	27.6	25.4	94.4	95.1	93.6
Victoria	1.8	1.7	0.6	8.1	7.7	8.3	1.0	1.0	0.9	23.5	24.3	21.5	91.9	92.3	91.7
Queensland	2.5	2.3	2.2	3.0	2.7	2.9	6.4	6.7	6.3	7.7	7.6	6.8	97.2	97.6	97.4
WA	0.9	0.9	0.8	5.2	4.8	4.6	5.8	5.2	4.8	12.2	13.0	12.5	94.8	95.2	95.4
SA	4.2	3.1	2.4	3.1	3.7	4.0	3.3	3.0	3.2	10.9	10.9	10.8	96.9	96.3	96.0
Tasmania	0.9	0.7	0.7	3.9	4.1	6.6	6.8	6.4	6.6	3.3	2.8	2.9	96.5	96.2	93.7
ACT	2.1	2.0	1.8	6.3	5.1	7.8	2.1	1.9	1.6	20.0	20.6	20.3	93.7	94.9	92.2
NT (c)	1.1	0.9	1.1	7.9	6.5	8.6	33.3	34.7	32.7	28.8	30.4	27.6	92.1	93.5	91.4
Aust	1.8	1.6	1.2	5.4	5.1	5.8	4.4	4.3	4.3	19.3	19.6	17.6	94.6	95.0	94.3

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, 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.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are 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 and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source : MCEETYA 2008c, National Report on Schooling in Australia 2007: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7 (Unpublished).

Table 4A.98 Proportion of year 6 students achieving at or above the proficient standard in science literacy (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2003									
3.1	33.5 ± 3.7	36.5 ± 4.3	39.9 ± 3.4	40.3 ± 3.9	38.4 ± 3.8	33.5 ± 5.4	26.4 ± 5.0	41.8 ± 6.3	36.5 ± 1.7
3.2	54.0 ± 3.4	53.3 ± 3.9	50.1 ± 3.5	49.0 ± 4.1	49.7 ± 4.0	52.9 ± 6.0	56.8 ± 5.9	43.1 ± 6.5	52.2 ± 1.7
3.3	9.0 ± 2.2	6.3 ± 1.6	5.3 ± 1.4	5.2 ± 1.5	6.4 ± 1.7	9.3 ± 4.2	14.6 ± 4.9	7.7 ± 4.4	7.1 ± 0.9
4 or above	0.2 ± 0.3	0.1 ± 0.2	0.0 ± 0.1	0.0 ± 0.1	0.1 ± 0.2	0.2 ± 0.4	0.3 ± 0.7	0.0 ± 0.0	0.1 ± 0.1
Proficient standard or above (a)	*63.0 ± 2.0*	*59.9 ± 2.2*	*55.5 ± 2.0*	*54.3 ± 2.4*	*56.3 ± 2.0*	*62.2 ± 2.9*	*71.6 ± 2.6*	*50.7 ± 3.4*	*59.4 ± 1.0*
2006									
3.1	35.2 ± 3.5	35.2 ± 3.9	40.6 ± 2.9	42.0 ± 3.7	38.7 ± 3.7	34.9 ± 4.4	30.7 ± 4.8	33.0 ± 5.5	37.1 ± 1.7
3.2	43.9 ± 3.6	48.5 ± 4.1	42.0 ± 3.6	39.6 ± 4.0	43.6 ± 3.9	46.7 ± 4.7	47.9 ± 4.8	31.6 ± 5.4	44.2 ± 1.8
3.3	12.3 ± 3.1	9.6 ± 2.2	7.0 ± 1.7	6.8 ± 2.3	7.9 ± 2.3	10.4 ± 3.0	13.5 ± 4.0	6.7 ± 2.8	9.6 ± 1.2
4 or above	1.2 ± 1.2	0.2 ± 0.4	0.2 ± 0.2	0.2 ± 0.2	0.1 ± 0.2	0.3 ± 0.4	0.6 ± 1.1	0.2 ± 0.4	0.5 ± 0.4
Proficient standard or above (a)	*57.4 ± 4.3*	*58.3 ± 5.0*	*49.2 ± 3.8*	*46.6 ± 4.7*	*51.6 ± 4.7*	*57.4 ± 5.5*	*62.0 ± 5.6*	*38.4 ± 6.5*	*54.3 ± 2.1*

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for scientific literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

(b) 2003 results rescaled to 2006 were available for inclusion in this table. Results for 2003 and 2006 in this table are directly comparable.

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

Source : MCEETYA 2008, *National Assessment Program - Science Literacy Year 6, 2006* , Melbourne.

Table 4A.99 **Proportion of year 6 students achieving at or above the proficient standard in science literacy, by geolocation (per cent) (a), (b), (c), (d)**

	3.1	*3.2*	*3.3*	*4 or above*	*At or above proficient standard (a)*
2003					
Mainland state capital city regions	36.4 ± 2.3	52.0 ± 2.3	7.2 ± 1.4	0.1 ± 0.2	na
Major urban statistical districts	33.9 ± 5.6	54.5 ± 4.8	8.3 ± 2.5	0.1 ± 0.2	na
Inner provincial	37.7 ± 4.2	51.7 ± 4.5	6.0 ± 2.3	0.2 ± 0.4	na
Outer provincial	36.7 ± 5.4	53.4 ± 5.5	6.5 ± 2.8	0.0 ± 0.2	na
Provincial zone, city 25K-50K	34.0 ± 8.6	54.5 ± 9.8	7.6 ± 4.5	0.1 ± 0.6	na
Provincial zone, city 50K-100K	38.6 ± 8.0	50.9 ± 6.8	6.5 ± 3.3	0.1 ± 0.3	na
Remote zone, remote areas	46.5 ± 8.3	38.3 ± 9.3	4.6 ± 3.4	0.0 ± 0.1	na
All locations	36.5 ± 1.7	52.2 ± 1.7	7.1 ± 0.9	0.1 ± 0.1	na
2006					
Metropolitan zone capital city	36.5 ± 2.6	43.9 ± 2.5	10.6 ± 2.0	0.7 ± 0.7	55.3 ± 3.2
Major urban statistical districts	37.5 ± 4.2	46.0 ± 3.9	9.5 ± 2.7	0.5 ± 0.7	56.0 ± 4.9
Provincial city statistical districts	40.5 ± 4.9	43.4 ± 5.1	8.0 ± 2.6	0.2 ± 0.6	51.6 ± 6.0
Inner and outer provincial areas	37.0 ± 3.5	46.4 ± 3.9	7.8 ± 2.0	0.1 ± 0.2	54.3 ± 4.3
Remote and very remote zones	38.0 ± 7.0	31.1 ± 8.3	4.3 ± 3.7	0.1 ± 0.3	35.5 ± 9.2
All locations	37.1 ± 1.7	44.2 ± 1.8	9.6 ± 1.2	0.5 ± 0.4	54.3 ± 2.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for scientific literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

(b) 2003 results rescaled for 2006 were available for inclusion in this table. However, the geographic classification changed between 2003 and 2006 making any comparison invalid.

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

(d) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

Source : MCEETYA 2008, *National Assessment Program - Science Literacy Year 6, 2006* , Melbourne.

Table 4A.100 **Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group (per cent) (a), (b)**

	Aust
2003	
Male students	59.1 ± 1.3
Female students	57.4 ± 1.2
Indigenous students	29.8 ± 4.5
LBOTE students	48.1 ± 3.0
2006	
Male students	54.9 ± 2.5
Female students	53.7 ± 2.3
Indigenous students	25.5 ± 10.0
LBOTE students	na

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for scientific literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

(b) Rescaled data for 2003 were not available for inclusion in this table. Results for 2003 and 2006 are not directly comparable.

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

(d) The proficiency of the LBOTE sub-group, even nationally, was not calculated for 2006 because of omissions and inconsistencies in the data.

na Not available.

Source : MCEETYA 2008, *National Assessment Program - Science Literacy Year 6, 2006* , Melbourne; MCEETYA 2004, *National Assessment Program - Science Literacy Year 6, 2003* , Melbourne.

Table 4A.101 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, 2004 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 6									
1 or above	91.7 ± 3.3	93.0 ± 2.8	85.1 ± 3.4	83.3 ± 4.0	85.2 ± 5.2	87.3 ± 4.5	92.0 ± 2.3	80.8 ± 5.2	89.2 ± 1.6
2 or above (a)	56.6 ± 6.6	57.7 ± 5.3	37.3 ± 6.4	38.5 ± 5.7	43.0 ± 6.7	48.1 ± 6.6	60.5 ± 4.7	40.6 ± 7.1	50.0 ± 3.0
3 or above	12.1 ± 4.0	9.2 ± 2.4	2.9 ± 1.7	4.7 ± 1.9	4.7 ± 2.1	7.3 ± 2.5	11.8 ± 3.5	4.8 ± 2.5	8.1 ± 1.5
4 or above	0.1 ± 0.2	0.1 ± 0.2	0.1 ± 0.1	0.1 ± 0.0	–	0.1 ± 0.2	0.2 ± 0.3	0.1 ± 0.2	0.1 ± 0.1
Year 10									
1 or above	97.9 ± 1.2	95.5 ± 2.0	94.0 ± 2.7	94.7 ± 2.7	92.7 ± 3.6	95.0 ± 2.8	96.5 ± 2.5	95.7 ± 3.9	95.7 ± 0.9
2 or above	86.6 ± 2.3	79.3 ± 5.3	73.9 ± 5.8	78.7 ± 4.6	74.1 ± 5.5	78.9 ± 5.6	84.8 ± 5.4	78.8 ± 9.0	80.4 ± 1.9
3 or above (a)	47.5 ± 4.9	39.6 ± 7.4	29.7 ± 5.5	36.3 ± 6.1	29.2 ± 4.8	37.1 ± 4.7	48.0 ± 7.6	35.9 ± 14.6	39.3 ± 2.8
4 or above	7.0 ± 2.4	5.1 ± 2.4	2.3 ± 1.2	3.8 ± 2.1	1.4 ± 1.0	4.0 ± 2.1	8.0 ± 3.4	5.0 ± 4.4	4.8 ± 1.1
5 or above	0.3 ± 0.3	0.1 ± 0.0	–	0.1 ± 0.1	0.0 ± 0.1	0.1 ± 0.0	0.3 ± 0.5	0.2 ± 0.1	0.1 ± 0.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above) a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

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

– Nil or rounded to zero.

Source : MCEETYA 2006b, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004,* Melbourne.

Table 4A.102 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by geolocation, Australia, 2004 (per cent) (a), (b)**

	1 or above	*2 or above* (a)	*3 or above* (a)	*4 or above*	*5 or above*
Year 6					
Metropolitan	90.5 ± 1.8	53.5 ± 1.9	9.4 ± 1.0	0.1 ± 0.1	..
Provincial	86.6 ± 3.3	42.3 ± 2.4	5.2 ± 0.8	0.1 ± 0.1	..
Remote	85.2 ± 10.9	42.2 ± 10.9	5.4 ± 2.7	0.1 ± 0.1	..
All locations	89.2 ± 1.6	50.0 ± 3.0	8.1 ± 1.5	0.1 ± 0.1	..
Year 10					
Metropolitan	95.6 ± 1.1	80.4 ± 1.3	40.2 ± 1.9	5.1 ± 0.7	0.1 ± 0.1
Provincial	96.3 ± 1.6	80.9 ± 1.9	37.4 ± 2.8	4.0 ± 0.8	0.1 ± 0.1
Remote	93.7 ± 10.6	69.6 ± 15.5	25.6 ± 10.9	2.0 ± 1.6	0.1 ± 0.1
All locations	95.7 ± 0.9	80.4 ± 1.9	39.3 ± 2.8	4.8 ± 1.1	0.1 ± 0.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above) a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

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

(c) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

.. Not applicable.

Source : MCEETYA 2006b, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004* , Melbourne.

Table 4A.103 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia, 2004 (per cent) (a), (b)

	1 or above	*2 or above* (a)	*3 or above* (a)	*4 or above*	*5 or above*
Year 6					
Male students	87.2 ± 1.8	46.5 ± 3.5	6.7 ± 1.6	0.1 ± 0.1	..
Female students	91.2 ± 2.2	53.4 ± 3.3	9.5 ± 2.0	0.1 ± 0.1	..
Indigenous students	72.7 ± 6.6	23.8 ± 6.7	1.7 ± 2.0	–	..
LBOTE students	88.3 ± 2.5	47.1 ± 5.0	6.0 ± 5.0	0.1 ± 5.0	..
All students	89.2 ± 1.6	50.0 ± 3.0	8.1 ± 1.5	0.1 ± 0.1	..
Year 10					
Male students	94.2 ± 1.5	75.7 ± 2.9	34.7 ± 3.2	3.7 ± 1.1	0.1 ± 0.1
Female students	97.3 ± 0.7	84.8 ± 2.2	43.7 ± 3.9	5.9 ± 1.9	0.1 ± 0.2
Indigenous students	86.5 ± 6.0	57.8 ± 8.9	22.4 ± 8.2	1.8 ± 2.8	0.2 ± 0.4
LBOTE students	94.8 ± 1.6	77.2 ± 3.2	36.1 ± 3.2	4.3 ± 3.2	0.1 ± 0.3
All students	95.7 ± 0.9	80.4 ± 1.9	39.3 ± 2.8	4.8 ± 1.1	0.1 ± 0.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above) a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

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

(c) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

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

Source : MCEETYA 2006b, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004* , Melbourne.

Table 4A.104 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, 2005 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 6									
Level 1 or above	98.6 ± 1.4	99.8 ± 0.5	97.9 ± 1.7	98.8 ± 1.3	99.5 ± 0.8	98.9 ± 1.1	99.5 ± 1.5	93.4 ± 9.4	98.8 ± 0.5
Level 2 or above	89.5 ± 3.3	91.4 ± 3.8	80.7 ± 4.8	82.8 ± 4.7	89.6 ± 3.6	89.7 ± 5.1	91.5 ± 4.9	75.8 ± 12.2	87.4 ± 1.6
Level 3 or above	50.5 ± 6.6	57.9 ± 6.3	37.7 ± 5.3	39.6 ± 5.4	51.7 ± 5.0	48.9 ± 9.0	58.4 ± 12.5	36.0 ± 10.0	48.6 ± 3.0
Level 4 or above	8.7 ± 3.7	10.5 ± 3.5	4.1 ± 1.8	4.6 ± 2.0	9.0 ± 3.5	8.4 ± 4.3	12.9 ± 6.7	2.8 ± 2.6	7.8 ± 1.6
Level 5 or above	0.1 ± 0.2	0.1 ± 0.3	0.1 ± 0.3	0.2 ± 0.8	0.3 ± 0.7	0.4 ± 1.1	0.1 ± 0.8	–	0.1 ± 0.1
Level 6 or above	..	..	..	..	..	..	..	..	..
At or above the proficient standard	*50.5 ± 6.6*	*57.9 ± 6.3*	*37.7 ± 5.3*	*39.6 ± 5.4*	*51.7 ± 5.0*	*48.9 ± 9.0*	*58.4 ± 12.5*	*36.0 ± 10.0*	*48.6 ± 3.0*
Year 10									
Level 1 or above	..	..	..	..	..	..	..	..	..
Level 2 or above	99.7 ± 0.4	99.6 ± 0.6	99.6 ± 0.8	99.8 ± 0.5	99.2 ± 0.6	99.3 ± 1.0	100.0 ± 0.0	99.1 ± 2.1	99.6 ± 0.2
Level 3 or above	92.9 ± 2.5	94.1 ± 1.9	94.3 ± 2.8	90.7 ± 4.2	93.9 ± 2.4	91.3 ± 4.2	96.0 ± 3.1	85.6 ± 11.3	93.2 ± 1.2
Level 4 or above	61.1 ± 7.6	66.5 ± 4.8	59.5 ± 7.4	55.8 ± 6.1	61.4 ± 5.0	56.4 ± 6.4	65.5 ± 11.4	48.6 ± 13.2	61.2 ± 3.1
Level 5 or above	11.7 ± 3.5	17.4 ± 4.1	10.6 ± 3.3	8.2 ± 2.9	12.0 ± 3.6	9.1 ± 3.9	18.0 ± 8.9	7.7 ± 5.9	12.3 ± 1.6
Level 6 or above	0.5 ± 1.0	0.7 ± 1.2	0.2 ± 0.5	–	0.4 ± 0.6	0.1 ± 0.4	0.5 ± 1.3	–	0.4 ± 0.4
At or above the proficient standard	*61.1 ± 7.6*	*66.5 ± 4.8*	*59.5 ± 7.4*	*55.8 ± 6.1*	*61.4 ± 5.4*	*56.4 ± 6.4*	*65.5 ± 11.4*	*48.6 ± 13.2*	*61.2 ± 3.1*

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6 or above). This is a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.

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

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

Source: MCEETYA 2008a, National Assessment Program ICT Years 6 and 10 Report 2005, Melbourne.

Table 4A.105 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, by geolocation, Australia, 2005 (per cent) (a), (b), (c)**

	Level 1 or above	*Level 2 or above*	*Level 3 or above*	*Level 4 or above*	*Level 5 or above*	*Level 6 or above*	*At or above the proficient standard*
Year 6							
Metropolitan	99.0 ± 0.6	88.8 ± 2.0	51.9 ± 3.8	9.0 ± 2.0	0.2 ± 0.2	..	*51.9 ± 3.8*
Provincial	98.5 ± 1.2	85.8 ± 3.2	42.7 ± 5.5	5.3 ± 2.4	0.1 ± 0.2	..	*42.7 ± 5.5*
Remote	94.2 ± 7.7	73.9 ± 15.1	32.6 ± 18.9	2.5 ± 4.2	–	..	*32.6 ± 18.9*
All locations	98.8 ± 0.5	87.4 ± 1.6	48.6 ± 3.0	7.8 ± 1.6	0.1 ± 0.1	..	*48.6 ± 3.0*
Year 10							
Metropolitan	..	99.6 ± 0.3	93.4 ± 1.4	62.8 ± 4.1	13.6 ± 2.3	0.4 ± 0.5	*62.8 ± 4.1*
Provincial	..	99.9 ± 0.3	92.8 ± 2.9	58.6 ± 5.7	10.1 ± 3.9	0.4 ± 0.9	*58.6 ± 5.7*
Remote	..	96.9 ± 5.0	84.6 ± 8.0	45.8 ± 9.7	6.8 ± 5.0	0.1 ± 0.6	*45.8 ± 9.7*
All locations	..	99.6 ± 0.2	93.2 ± 1.2	61.2 ± 3.1	12.3 ± 1.6	0.4 ± 0.4	*61.2 ± 3.1*

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6 or above). This is a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.

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

(c) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

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

Source : MCEETYA 2008a, National Assessment Program ICT Years 6 and 10 Report 2005, Melbourne.

Table 4A.106 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, by equity group, Australia, 2005 (per cent) (a), (b)**

	Level 1 or above	*Level 2 or above*	*Level 3 or above*	*Level 4 or above*	*Level 5 or above*	*Level 6 or above*	*At or above the proficient standard*
Year 6							
Male students	95.5 ± 0.7	85.6 ± 2.6	45.4 ± 4.9	7.9 ± 2.0	0.2 ± 0.3	..	*45.4 ± 4.9*
Female students	99.0 ± 0.7	89.3 ± 2.0	52.0 ± 4.1	7.8 ± 2.0	0.1 ± 0.2	..	*52.0 ± 4.1*
Indigenous students	93.4 ± 5.4	74.8 ± 10.6	29.9 ± 12.9	1.2 ± 3.0	0.1 ± 0.4	..	*29.9 ± 12.9*
LBOTE students	98.5 ± 1.2	86.5 ± 3.7	48.8 ± 6.2	8.7 ± 2.6	–	..	*48.8 ± 6.2*
All students	98.8 ± 0.5	87.4 ± 1.6	48.6 ± 3.0	7.8 ± 1.6	0.1 ± 0.1	..	*48.6 ± 3.0*
Year 10							
Male students	..	99.7 ± 0.3	91.9 ± 1.8	59.6 ± 4.2	11.6 ± 2.3	0.4 ± 0.6	*59.6 ± 4.2*
Female students	..	99.6 ± 0.4	94.8 ± 1.7	62.9 ± 3.5	13.2 ± 2.3	0.4 ± 0.5	*62.9 ± 3.5*
Indigenous students	..	97.3 ± 3.9	79.3 ± 10.1	35.0 ± 11.5	5.8 ± 5.8	–	*35.0 ± 11.5*
LBOTE students	..	99.4 ± 0.6	92.0 ± 2.7	58.6 ± 5.6	12.8 ± 3.5	0.6 ± 1.1	*58.6 ± 5.6*
All students	..	99.6 ± 0.2	93.2 ± 1.2	61.2 ± 3.1	12.3 ± 1.6	0.4 ± 0.4	*61.2 ± 3.1*

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6 or above). This is a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.

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

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

Source : MCEETYA 2008a, National Assessment Program ICT Years 6 and 10 Report 2005, Melbourne.

Table 4A.107 **Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*	*OECD average*
2000										
All students	73.5 ± 5.0	63.9 ± 5.5	65.8 ± 6.2	70.6 ± 6.8	72.1 ± 5.4	65.7 ± 7.6	77.9 ± 4.1	56.3 ± 5.8	69.0 ± 2.4	60.5 ± 0.4
2003										
All students	71.6 ± 3.0	66.8 ± 4.1	65.4 ± 7.0	77.2 ± 3.4	73.7 ± 3.7	63.3 ± 5.7	78.5 ± 3.7	58.0 ± 7.2	69.9 ± 1.9	58.3 ± 0.4
2006										
All students	66.8 ± 3.5	63.0 ± 3.9	64.4 ± 2.9	70.7 ± 5.5	66.1 ± 4.1	58.8 ± 4.5	74.6 ± 4.1	48.4 ± 4.1	65.6 ± 1.8	55.2 ± 0.6

(a) These data are from assessments conducted for the Programme 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 2000, see Lokan et al. (2001). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA 2003, see Thomson et al. (2004a). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

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

Source : ACER (unpublished).

Table 4A.108 **Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, by equity group (per cent) (a), (b)**

	Aust
2000	
All students	69.0 ± 2.4
Male students	63.2 ± 3.3
Female students	75.8 ± 2.9
Students from low socioeconomic families (c)	54.3 ± 3.5
Indigenous students	38.0 ± 6.7
Geographically remote students (d)	47.9 ± 17.2
2003	
All students	69.9 ± 1.9
Male students	62.3 ± 2.5
Female students	77.8 ± 2.2
Students from low socioeconomic families (c)	56.2 ± 2.7
Indigenous students	38.1 ± 7.6
Geographically remote students (d)	53.5 ± 9.0
2006	
All students	65.6 ± 1.8
Male students	58.0 ± 2.4
Female students	73.5 ± 2.0
Students from low socioeconomic families (c)	47.8 ± 2.2
Indigenous students	33.5 ± 4.9
Geographically remote students (d)	48.9 ± 15.7

(a) These data are from assessments conducted for the Programme 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 2000, see Lokan et al. (2001). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA 2003, see Thomson et al. (2004a). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

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

(c) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

(d) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source : ACER (unpublished).

Table 4A.109 **Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*	*OECD average*
2003										
All students	66.7 ± 3.1	62.6 ± 4.3	65.8 ± 5.3	75.8 ± 3.5	72.7 ± 4.9	61.1 ± 8.2	76.0 ± 3.5	57.3 ± 5.5	67.1 ± 1.8	57.3 ± 0.6
2006										
All students	67.0 ± 3.5	64.2 ± 3.9	66.6 ± 3.7	71.5 ± 5.9	67.1 ± 4.5	58.3 ± 4.5	74.3 ± 4.9	51.5 ± 4.3	66.5 ± 1.8	56.8 ± 0.6

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA 2003, see Thomson et al. (2004a). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

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

Source : ACER (unpublished).

Table 4A.110 **Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale, by equity group (per cent) (a), (b)**

	Aust
2003	
All students	67.1 ± 1.8
Male students	67.3 ± 2.4
Female students	66.8 ± 2.5
Students from low socioeconomic families (c)	47.2 ± 3.7
Indigenous students	30.1 ± 6.3
Geographically remote students (d)	51.5 ± 12.7
2006	
All students	66.5 ± 1.8
Male students	68.6 ± 2.4
Female students	64.3 ± 2.2
Students from low socioeconomic families (c)	50.2 ± 2.4
Indigenous students	32.4 ± 5.1
Geographically remote students (d)	44.0 ± 11.4

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA 2003, see Thomson et al. (2004a). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

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

(c) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

(d) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source : ACER (unpublished).

Table 4A.111 Proportion of 15 year old students achieving at or above the OECD mean for scientific literacy (per cent) (a), (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2000									
All students	64.4 ± 7.2	56.0 ± 8.5	60.8 ± 6.9	67.2 ± 7.1	66.0 ± 7.2	55.5 ± 7.6	71.7 ± 8.5	49.3 ± 9.9	61.8 ± 3.7
Male students	63.6 ± 7.4	57.6 ± 9.8	56.0 ± 8.1	66.0 ± 8.1	64.8 ± 10.6	55.5 ± 10.2	75.6 ± 14.0	47.4 ± 13.2	60.8 ± 4.0
Female students	65.4 ± 9.8	53.9 ± 12.6	65.4 ± 10.1	68.6 ± 9.3	67.2 ± 9.4	56.2 ± 9.6	68.4 ± 15.6	51.2 ± 12.8	62.8 ± 4.8
Students from low socioeconomic families (c)	49.7 ± 11.7	49.0 ± 14.3	48.2 ± 9.6	51.1 ± 12.8	48.6 ± 16.0	46.8 ± 10.0	49.9 ± 29.5	25.0 ± 18.5	49.0 ± 6.6
2003									
All students	62.4 ± 3.4	55.9 ± 4.5	59.0 ± 5.3	68.8 ± 3.2	66.4 ± 6.1	55.0 ± 8.2	71.4 ± 4.1	51.2 ± 5.4	61.2 ± 1.8
Male students	62.0 ± 4.9	57.7 ± 5.4	57.3 ± 5.8	67.5 ± 4.7	67.3 ± 6.9	54.4 ± 9.2	70.6 ± 7.5	48.7 ± 7.8	61.0 ± 2.3
Female students	62.7 ± 4.2	54.2 ± 5.9	61.1 ± 7.6	70.0 ± 4.6	65.2 ± 7.7	55.7 ± 9.5	72.1 ± 10.1	53.4 ± 8.2	61.4 ± 2.5
Students from low socioeconomic families (c)	45.3 ± 4.7	39.9 ± 7.5	46.6 ± 5.8	49.9 ± 7.4	48.4 ± 6.6	39.3 ± 10.3	44.9 ± 16.9	38.6 ± 15.2	44.7 ± 2.8

(a) These data are from assessments conducted for the Programme 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. (2001). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004a).

(b) The OECD mean is reported here as a national reporting standard has yet to be developed. The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(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.

Source : ACER (unpublished).

Table 4A.112 Proportion of 15 year old students achieving at or above the OECD mean for scientific literacy, by equity group (per cent) (a), (b)

	Aust
2000	
Indigenous students	29.1 ± 8.1
Geographically remote students (c)	51.2 ± 15.4
2003	
Indigenous students	25.6 ± 5.6
Geographically remote students (c)	44.4 ± 12.0

(a) These data are from assessments conducted for the Programme 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. (2001). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004a).

(b) The OECD mean is reported here as a national reporting standard has yet to be developed. The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(c) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small in 2000 (0.9 per cent) and 2003 (0.6 per cent).

Source : ACER (unpublished).

Table 4A.113 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, 2006 (per cent) (a), (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*	*OECD average*
At or above level 3	*69.2 ± 3.1*	*62.5 ± 4.0*	*65.8 ± 3.1*	*72.9 ± 5.3*	*69.2 ± 3.9*	*59.1 ± 4.6*	*74.7 ± 3.9*	*53.4 ± 4.4*	*67.0 ± 1.7*	*52.6 ± 1.0*
Level 6	3.5 ± 1.4	1.7 ± 1.0	2.6 ± 1.4	3.6 ± 1.4	2.7 ± 1.2	1.9 ± 1.2	4.4 ± 2.2	2.5 ± 2.0	2.8 ± 0.6	1.3 ± 0.0
Level 5	13.3 ± 2.4	9.5 ± 1.8	10.0 ± 2.4	15.1 ± 3.1	12.2 ± 2.7	9.1 ± 2.0	16.9 ± 2.7	10.4 ± 3.3	11.8 ± 1.0	7.7 ± 0.2
Level 4	25.3 ± 2.2	22.7 ± 2.4	24.4 ± 2.2	27.5 ± 4.1	25.2 ± 3.9	20.4 ± 3.9	28.1 ± 3.7	17.7 ± 3.3	24.6 ± 1.0	20.3 ± 0.4
Level 3	27.0 ± 2.0	28.6 ± 2.7	28.7 ± 2.7	26.7 ± 3.3	29.1 ± 3.3	27.7 ± 4.7	25.3 ± 3.3	22.8 ± 4.5	27.7 ± 1.0	27.4 ± 0.4
Level 2	19.5 ± 2.2	21.8 ± 2.4	20.9 ± 2.5	17.4 ± 2.9	20.0 ± 2.9	22.5 ± 3.1	15.1 ± 2.9	21.1 ± 3.7	20.2 ± 1.2	24.0 ± 0.4
Level 1	9.1 ± 1.6	11.9 ± 2.4	9.8 ± 1.6	7.0 ± 2.4	8.8 ± 2.0	13.6 ± 2.9	7.5 ± 2.5	15.1 ± 2.9	9.8 ± 1.0	14.1 ± 0.2
Below level 1	2.2 ± 0.6	3.7 ± 1.2	3.5 ± 1.2	2.7 ± 2.0	2.0 ± 1.0	4.8 ± 1.6	2.6 ± 1.6	10.4 ± 3.5	3.0 ± 0.6	5.2 ± 0.2

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

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

Source : ACER (unpublished).

Table 4A.114 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, by equity group, 2006 (per cent) (a), (b)

	Aust
All students	67.0 ± 1.7
Male students	66.5 ± 2.4
Female students	67.5 ± 2.0
Students from low socioeconomic families (c)	50.8 ± 2.3
Indigenous students	34.3 ± 5.6
Geographically remote students (d)	47.8 ± 12.9

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

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

(c) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

(d) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source : ACER (unpublished).

Table 4A.115 **Proportion of 15 year old students achieving at or above the OECD mean for problem solving, 2003 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students	64.6 ± 2.9	59.9 ± 4.3	62.6 ± 6.8	71.0 ± 3.6	69.9 ± 4.8	59.5 ± 7.6	73.3 ± 4.4	53.9 ± 6.1	64.2 ± 1.8
Male students	62.7 ± 4.4	61.0 ± 5.5	59.1 ± 7.6	69.9 ± 4.5	67.6 ± 5.4	56.9 ± 9.2	71.0 ± 7.2	48.8 ± 8.0	62.7 ± 2.4
Female students	66.3 ± 3.5	58.9 ± 5.7	67.0 ± 7.3	71.9 ± 4.4	72.7 ± 7.4	62.5 ± 8.3	75.4 ± 7.8	58.3 ± 8.1	65.8 ± 2.5
Students from low socioeconomic families (c)	48.7 ± 4.9	45.4 ± 7.0	50.3 ± 7.1	55.6 ± 7.9	54.9 ± 6.9	42.1 ± 8.4	50.0 ± 14.2	44.2 ± 12.1	49.2 ± 2.6

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004a).

(b) The OECD mean is reported here as a national reporting standard has yet to be developed. The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(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.

Source : ACER (unpublished).

Table 4A.116 **Proportion of 15 year old students achieving at or above the OECD mean for problem solving, by equity group, 2003 (per cent) (a), (b)**

	Aust
Indigenous students	30.6 ± 6.2
Geographically remote students (c)	50.1 ± 10.1

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students.For further information on PISA, see Thomson et al. (2004a).

(b) The OECD mean is reported here as a national reporting standard has yet to be developed. The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).

(c) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small (0.6 per cent).

Source : ACER (unpublished).

Table 4A.117 **Proportion of year 4 students achieving at or above the intermediate international level in mathematics achievement (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2002-03									
At or above intermediate	68.2 ± 9.5	68.2 ± 6.5	58.1 ± 7.2	50.8 ± 7.8	58.9 ± 8.0	63.7 ± 13.6	70.6 ± 9.5	54.1 ± 11.8	63.8 ± 3.9
Advanced	6.7 ± 2.9	6.1 ± 2.5	2.5 ± 1.4	1.9 ± 1.2	2.5 ± 1.7	4.4 ± 2.7	10.9 ± 8.4	2.1 ± 2.7	5.0 ± 1.2
High	25.0 ± 4.8	23.2 ± 4.9	16.4 ± 4.5	13.5 ± 3.4	18.6 ± 4.7	22.1 ± 7.2	27.0 ± 7.1	20.8 ± 8.6	21.3 ± 2.2
Intermediate	36.6 ± 5.5	38.8 ± 3.7	39.2 ± 4.8	35.4 ± 5.9	37.8 ± 6.4	37.2 ± 6.2	32.7 ± 7.9	31.2 ± 8.6	37.5 ± 2.5
Low	22.9 ± 5.4	21.7 ± 4.2	26.7 ± 3.9	32.4 ± 4.6	26.0 ± 4.1	22.3 ± 5.4	22.3 ± 7.0	26.5 ± 7.1	24.5 ± 2.3
Below low	8.8 ± 5.2	10.2 ± 3.5	15.3 ± 5.1	16.8 ± 6.9	15.1 ± 7.0	14.1 ± 10.0	7.1 ± 3.8	19.4 ± 10.2	11.8 ± 2.3
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2006-07									
At or above intermediate	76.3 ± 6.0	78.9 ± 7.3	58.8 ± 6.7	58.4 ± 6.3	61.5 ± 9.4	68.1 ± 8.2	67.8 ± 9.0	58.8 ± 12.3	70.5 ± 3.3
Advanced	13.6 ± 3.9	10.3 ± 4.1	2.7 ± 1.8	5.0 ± 2.4	4.1 ± 3.3	7.0 ± 4.3	7.3 ± 5.3	2.7 ± 4.3	8.8 ± 1.6
High	30.4 ± 6.3	30.8 ± 8.0	17.9 ± 4.5	17.3 ± 6.1	21.5 ± 5.1	26.4 ± 4.3	25.6 ± 5.7	18.4 ± 6.3	26.1 ± 3.3
Intermediate	32.3 ± 4.5	37.7 ± 6.5	38.2 ± 6.3	36.1 ± 7.3	35.9 ± 5.5	34.7 ± 5.5	34.9 ± 10.0	37.7 ± 15.5	35.6 ± 2.4
Low	18.3 ± 5.1	16.1 ± 4.7	26.7 ± 3.7	29.8 ± 4.5	24.9 ± 6.7	21.5 ± 7.1	24.7 ± 6.7	25.3 ± 10.8	21.0 ± 2.4
Below low	5.4 ± 2.7	5.0 ± 4.1	14.5 ± 5.1	11.7 ± 4.3	13.6 ± 6.5	7.0 ± 4.3	7.5 ± 3.7	15.9 ± 7.4	8.5 ± 2.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 4675 year 4 Australian school students from 204 schools. TIMSS 2006-07 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. For further information on TIMSS, see http://www.acer.edu.au/timss.

(b) The presentation of TIMSS data in the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEETYA national standard for these data is yet to be established.

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

Source : ACER (unpublished).

Table 4A.118 **Proportion of year 8 students achieving at or above the intermediate international level in mathematics achievement (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2002-03									
At or above intermediate	74.9 ± 9.9	61.1 ± 8.0	59.2 ± 7.4	59.4 ± 7.9	61.9 ± 11.0	50.5 ± 12.2	68.3 ± 12.5	34.1 ± 13.8	64.9 ± 4.3
Advanced	13.0 ± 6.7	03.6 ± 2.0	03.4 ± 1.5	01.7 ± 1.6	06.4 ± 6.5	02.8 ± 2.8	02.3 ± 1.5	00.2 ± 0.3	06.6 ± 2.3
High	32.4 ± 8.4	17.0 ± 6.1	17.9 ± 3.8	17.0 ± 5.5	21.8 ± 6.6	15.4 ± 8.9	25.1 ± 12.3	04.4 ± 3.2	22.4 ± 3.4
Intermediate	29.5 ± 7.6	40.5 ± 4.3	37.9 ± 5.9	40.7 ± 4.5	33.8 ± 6.4	32.4 ± 6.1	40.8 ± 5.7	29.4 ± 12.9	35.9 ± 2.9
Low	16.2 ± 5.8	29.6 ± 7.0	27.8 ± 5.0	28.1 ± 5.7	27.3 ± 7.3	33.7 ± 6.6	25.2 ± 11.1	44.7 ± 6.9	24.6 ± 3.0
Below low	8.9 ± 6.9	9.3 ± 2.9	13.0 ± 4.8	12.5 ± 5.3	10.7 ± 6.3	15.7 ± 9.1	6.5 ± 2.4	21.3 ± 14.6	10.5 ± 2.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2006-07									
At or above intermediate	59.3 ± 9.0	64.6 ± 7.8	60.8 ± 5.7	57.6 ± 10.8	59.2 ± 8.0	56.6 ± 7.6	69.4 ± 20.4	57.4 ± 15.7	60.8 ± 3.7
Advanced	10.3 ± 6.1	5.0 ± 5.3	3.0 ± 1.0	1.8 ± 1.8	2.0 ± 1.6	2.8 ± 2.2	12.3 ± 12.7	1.1 ± 1.8	12.3 ± 12.7
High	17.2 ± 4.7	21.5 ± 6.5	16.8 ± 3.3	18.4 ± 6.5	16.0 ± 5.9	16.5 ± 3.5	21.8 ± 13.9	21.4 ± 14.9	21.8 ± 13.9
Intermediate	31.8 ± 6.9	38.1 ± 5.1	41.1 ± 5.7	37.5 ± 7.1	41.1 ± 5.5	37.4 ± 4.9	35.3 ± 19.2	35.0 ± 8.8	35.3 ± 19.2
Low	26.7 ± 4.9	27.9 ± 6.1	28.3 ± 3.7	28.2 ± 7.8	31.2 ± 5.5	29.6 ± 7.4	20.2 ± 10.0	26.8 ± 10.0	20.2 ± 10.0
Below low	14.0 ± 5.3	7.5 ± 3.7	10.9 ± 4.5	14.2 ± 4.9	9.6 ± 4.3	13.8 ± 6.7	10.4 ± 13.5	15.8 ± 8.6	10.4 ± 13.5
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 5355 year 8 Australian school students from 210 schools. TIMSS 2006-07 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. For further information on TIMSS, see http://www.acer.edu.au/timss.

(b) The presentation of TIMSS data in the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEETYA national standard for these data is yet to be established.

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

Source : ACER (unpublished).

Table 4A.119 **Proportion of year 4 students achieving at or above the intermediate international level in science achievement (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2002-03									
At or above intermediate	76.1 ± 9.0	77.8 ± 5.8	70.1 ± 6.4	66.9 ± 6.7	72.6 ± 7.6	73.5 ± 10.4	83.0 ± 4.2	63.0 ± 13.6	74.2 ± 3.7
Advanced	10.1 ± 3.5	9.3 ± 2.9	6.7 ± 3.1	5.0 ± 2.1	7.1 ± 2.8	6.9 ± 3.1	14.9 ± 7.6	6.0 ± 4.8	8.5 ± 1.5
High	31.4 ± 5.4	31.4 ± 5.2	27.4 ± 5.6	23.4 ± 5.1	28.3 ± 6.1	29.7 ± 8.4	36.1 ± 7.1	27.6 ± 9.3	29.6 ± 2.6
Intermediate	34.7 ± 4.2	37.1 ± 3.6	36.1 ± 4.1	38.6 ± 5.0	37.1 ± 6.1	36.8 ± 4.7	32.0 ± 10.6	29.4 ± 7.2	36.1 ± 2.0
Low	16.1 ± 4.9	15.5 ± 4.4	21.0 ± 4.5	22.3 ± 4.2	16.9 ± 3.3	17.6 ± 5.5	12.6 ± 4.1	22.3 ± 8.2	17.5 ± 2.2
Below low	7.7 ± 5.1	6.7 ± 2.5	8.8 ± 2.8	10.8 ± 4.5	10.5 ± 5.5	8.9 ± 5.8	4.4 ± 2.2	14.6 ± 8.8	8.3 ± 2.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2006-07									
At or above intermediate	80.1 ± 5.7	84.7 ± 6.7	66.4 ± 6.9	67.2 ± 5.3	68.9 ± 10.0	76.3 ± 6.7	75.9 ± 8.8	64.5 ± 9.6	76.4 ± 3.1
Advanced	12.9 ± 3.5	12.7 ± 3.1	4.5 ± 2.2	7.6 ± 3.3	7.6 ± 3.1	14.0 ± 4.9	8.7 ± 8.0	5.8 ± 5.5	5.8 ± 2.5
High	33.0 ± 6.5	35.7 ± 9.0	24.0 ± 4.5	24.4 ± 5.5	27.4 ± 8.6	29.5 ± 6.5	30.0 ± 5.7	27.9 ± 7.8	18.3 ± 2.4
Intermediate	34.1 ± 5.7	36.3 ± 6.5	38.0 ± 5.5	35.2 ± 5.5	34.0 ± 7.1	32.8 ± 7.1	37.2 ± 11.6	30.9 ± 7.1	36.7 ± 2.7
Low	15.0 ± 4.9	11.4 ± 4.5	22.0 ± 5.5	24.7 ± 4.9	21.9 ± 6.7	17.2 ± 6.9	19.5 ± 6.5	22.2 ± 10.0	27.8 ± 2.5
Below low	5.0 ± 2.7	3.9 ± 3.3	11.6 ± 4.5	8.1 ± 4.3	9.2 ± 6.5	6.5 ± 2.9	4.6 ± 4.1	13.3 ± 6.3	11.5 ± 2.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 4675 year 4 Australian school students from 204 schools. TIMSS 2006-07 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. For further information on TIMSS, see http://www.acer.edu.au/timss.

(b) The presentation of TIMSS data in the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEETYA national standard for these data is yet to be established.

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

Source : ACER (unpublished).

Table 4A.120 **Proportion of year 8 students achieving at or above the intermediate international level in science achievement (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2002-03									
At or above intermediate	82.1 ± 8.5	73.8 ± 5.7	72.6 ± 5.8	76.1 ± 7.1	72.3 ± 10.0	66.0 ± 10.9	83.4 ± 6.3	54.9 ± 13.0	76.3 ± 3.5
Advanced	15.1 ± 5.9	4.6 ± 1.4	5.2 ± 1.9	5.4 ± 2.4	9.9 ± 6.4	5.0 ± 3.0	8.5 ± 4.8	2.6 ± 1.7	8.7 ± 2.1
High	38.2 ± 6.6	26.0 ± 4.7	27.7 ± 4.5	29.6 ± 5.9	28.9 ± 7.0	24.5 ± 8.1	35.4 ± 7.9	12.9 ± 6.2	31.0 ± 2.9
Intermediate	28.7 ± 5.8	43.1 ± 3.5	39.7 ± 4.5	41.0 ± 5.0	33.5 ± 6.2	36.5 ± 5.3	39.5 ± 6.1	39.3 ± 7.7	36.6 ± 2.4
Low	13.4 ± 4.9	21.0 ± 4.5	20.9 ± 3.6	18.2 ± 4.6	21.2 ± 6.9	24.1 ± 6.1	14.5 ± 5.8	32.9 ± 6.5	18.2 ± 2.3
Below low	4.6 ± 4.1	5.2 ± 1.8	6.5 ± 3.6	5.7 ± 3.5	6.6 ± 4.1	9.9 ± 6.8	2.2 ± 1.3	12.2 ± 9.5	5.5 ± 1.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
2006-07									
At or above intermediate	69.5 ± 8.0	69.7 ± 6.9	71.3 ± 4.7	67.5 ± 8.6	71.3 ± 7.4	67.9 ± 8.2	77.1 ± 16.1	65.2 ± 14.7	69.9 ± 3.3
Advanced	13.8 ± 6.9	6.2 ± 5.1	5.5 ± 2.0	4.3 ± 3.1	3.9 ± 2.4	5.3 ± 3.9	16.3 ± 16.7	4.2 ± 3.5	8.3 ± 1.6
High	23.6 ± 4.3	24.7 ± 4.3	27.1 ± 4.9	26.8 ± 6.7	26.2 ± 6.5	25.3 ± 8.0	27.1 ± 11.6	24.5 ± 12.5	25.2 ± 2.0
Intermediate	32.1 ± 5.3	38.8 ± 5.7	38.6 ± 4.5	36.4 ± 7.3	41.1 ± 6.1	37.3 ± 6.1	33.7 ± 12.0	36.5 ± 10.2	36.4 ± 2.7
Low	20.7 ± 5.5	23.6 ± 6.3	21.1 ± 3.5	22.9 ± 5.5	23.7 ± 6.3	22.9 ± 6.5	16.4 ± 10.6	24.5 ± 12.2	22.0 ± 2.7
Below low	9.8 ± 3.9	6.7 ± 4.1	7.7 ± 3.1	9.7 ± 4.3	5.1 ± 2.7	9.2 ± 4.3	6.5 ± 8.4	10.3 ± 6.3	8.2 ± 1.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

(a) These data are from assessments conducted for TIMSS. TIMSS 2002-03 involved sample assessment of 5355 year 8 Australian school students from 210 schools. For further information on TIMSS, see Thomson and Fleming (2004a, 2004b). TIMSS 2006-07 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. For further information on TIMSS, see http://www.acer.edu.au/timss.

(b) The presentation of TIMSS data in the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international level" as a standard for reporting results. The MCEETYA national standard for these data is yet to be established.

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

Source : ACER (unpublished).

Table 4A.121 School participation rates by age and sex of students, all schools, 2007 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT (d)*	*NT*	*Aust*
14–19 year olds									
Male	58.4	62.4	53.8	50.6	59.0	62.1	69.4	47.5	57.8
Female	60.3	65.1	55.7	53.7	60.8	65.1	69.3	50.2	60.0
All students	59.3	63.7	54.7	52.1	59.9	63.5	69.4	48.8	58.9
14 year olds									
Male	98.0	99.2	97.3	96.7	99.3	99.6	112.1	86.7	98.2
Female	97.6	99.6	98.1	99.4	99.2	99.5	113.6	85.3	98.6
All students	97.8	99.4	97.7	98.0	99.2	99.5	112.8	86.0	98.4
15 year olds									
Male	93.0	95.6	91.4	92.7	97.4	100.3	109.6	85.1	93.9
Female	93.2	96.9	94.3	95.4	97.8	101.5	108.7	82.5	95.2
All students	93.1	96.2	92.8	94.0	97.6	100.9	109.2	83.9	94.5
16 year olds									
Male	77.7	87.6	79.2	75.9	89.3	84.6	104.6	67.6	81.6
Female	82.7	93.1	87.1	83.7	92.4	89.2	104.1	76.3	87.3
All students	80.2	90.3	83.1	79.7	90.8	86.9	104.4	71.8	84.4
17 year olds									
Male	64.3	74.4	47.2	38.1	65.9	62.3	88.2	46.7	60.8
Female	72.5	84.9	50.6	43.3	76.5	73.9	93.9	51.4	68.5
All students	68.2	79.6	48.8	40.7	71.0	67.8	91.0	49.0	64.5
18 year olds									
Male	16.4	22.9	5.6	3.4	14.5	26.1	25.4	12.3	14.7
Female	15.1	22.8	4.6	3.5	14.3	30.1	20.3	14.4	14.1
All students	15.8	22.9	5.1	3.5	14.4	28.0	22.8	13.3	14.4
19 year olds									
Male	1.7	2.5	0.8	0.9	4.2	3.5	1.8	2.7	1.9
Female	1.5	2.2	0.7	0.8	3.7	3.9	1.5	2.9	1.7
All students	1.6	2.3	0.8	0.8	3.9	3.7	1.6	2.8	1.8
Average age of Full time year 12 students	*17.2*	*17.3*	*16.7*	*16.6*	*17.2*	*17.7*	*17.3*	*17.2*	*17.1*

(a) Proportion of the population who were enrolled as full time and part time students in August 2007.

(b) Refer to p4.5 in Report for information on age structures for schooling.

(c) Age at 1 July.

(d) Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools.

Source : ABS 2008, *Schools Australia 2007* , Cat. no. 4221.0; ABS (unpublished) Schools Australia 2007.

Table 4A.122 **School participation rates by age of students, all students, all schools (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA* (e)	*SA*	*Tas*	*ACT* (f)	*NT*
2003								
14–19 year olds	58.6	62.7	54.6	52.0	57.1	61.2	67.5	49.9
14 year olds	96.6	97.4	97.4	98.2	97.5	99.7	105.6	93.3
15 year olds	92.7	94.7	92.5	92.0	95.2	99.2	104.1	83.0
16 year olds	79.8	88.8	94.1	77.2	85.9	87.9	100.4	73.2
17 year olds	67.5	77.9	51.7	41.1	66.2	67.4	91.0	51.3
18 year olds	15.9	21.3	6.4	4.5	14.3	19.2	23.2	13.4
19 year olds	2.2	2.7	1.3	1.4	4.0	5.3	2.9	4.2
2004								
14–19 year olds	59.0	63.0	54.5	52.2	57.5	61.8	68.0	50.7
14 year olds	97.3	98.8	98.0	98.3	97.7	99.3	108.5	92.0
15 year olds	92.7	94.4	92.1	92.1	95.5	99.1	104.4	86.5
16 year olds	79.8	88.5	83.4	78.0	87.3	89.0	100.2	75.4
17 year olds	68.6	78.8	51.5	41.6	67.8	69.9	89.7	54.8
18 year olds	15.9	21.7	6.3	4.9	14.2	18.8	21.7	16.9
19 year olds	2.2	2.8	1.3	1.3	4.0	4.4	2.5	4.0
2005								
14–19 year olds	59.3	63.0	54.4	52.4	58.3	62.7	69.1	50.0
14 year olds	97.4	98.6	97.7	99.1	98.2	98.3	111.2	89.4
15 year olds	93.5	96.0	91.9	92.2	96.3	99.5	107.0	86.6
16 year olds	79.1	88.1	82.4	77.7	87.4	87.2	101.0	73.8
17 year olds	68.5	77.3	50.1	42.5	68.9	67.4	89.4	51.5
18 year olds	15.6	21.6	5.7	4.3	13.5	25.7	24.5	14.2
19 year olds	2.1	2.4	1.1	1.2	3.7	3.8	2.1	4.4
2006								
14–19 year olds	59.5	63.6	54.7	52.9	59.2	63.6	69.6	49.9
14 year olds	97.0	98.8	97.1	98.3	98.6	100.5	110.7	90.1
15 year olds	93.6	96.3	92.6	95.6	96.4	98.9	110.2	84.6
16 year olds	80.2	90.2	82.6	80.3	88.5	87.6	102.7	72.8
17 year olds	68.2	78.2	49.3	41.3	69.9	67.7	90.6	51.2
18 year olds	15.8	22.7	5.3	4.0	14.5	28.1	23.8	12.7
19 year olds	1.8	2.2	0.9	0.9	3.6	3.9	2.1	4.3
2007								
14–19 year olds	59.3	63.7	54.7	52.1	59.9	63.5	69.4	48.8
14 year olds	97.8	99.4	97.7	98.0	99.2	99.5	112.8	86.0
15 year olds	93.1	96.2	92.8	94.0	97.6	100.9	109.2	83.9
16 year olds	80.2	90.3	83.1	79.7	90.8	86.9	104.4	71.8
17 year olds	68.2	79.6	48.8	40.7	71.0	67.8	91.0	49.0
18 year olds	15.8	22.9	5.1	3.5	14.4	28.0	22.8	13.3
19 year olds	1.6	2.3	0.8	0.8	3.9	3.7	1.6	2.8

Table 4A.122 **School participation rates by age of students, all students, all schools (per cent) (a), (b), (c)**

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

(a) Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time or part time students in August 2007.

(b) The estimated resident population (ERP) data from which the rates are derived are primarily based on population estimates from the five yearly population Censuses.

(c) Refer to p4.5 in Report for information on age structures for schooling.

(d) Age at 1 July.

(e) Data for WA have been affected by changes in scope and coverage over time.

(f) Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools.

Source : ABS 2008, *Schools Australia 2007* , Cat. no. 4221.0; ABS (unpublished) School Australia 2007.

Table 4A.123 **Apparent retention rates of full time secondary students to years 10–12, 2007 (per cent) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA* (b)	*Tas* (b) (c)	*ACT* (c)	*NT* (b)	*Aust*
All students									
Government schools									
To year 10	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
To year 11	78.1	90.0	87.7	92.3	91.7	73.2	116.9	96.5	104.2
To year 12 (total)	64.5	73.9	71.1	63.1	64.0	63.3	96.6	69.4	68.3
To year 12 (male)	59.0	66.3	66.0	57.1	57.8	54.7	93.1	69.6	62.4
To year 12 (female)	70.2	82.1	76.7	69.6	70.7	72.6	100.2	69.2	74.7
All schools									
To year 10	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
To year 11	81.5	93.4	91.9	93.0	96.7	76.3	98.9	84.3	100.0
To year 12 (total)	69.7	80.1	78.5	70.3	72.7	65.4	85.2	61.7	74.3
To year 12 (male)	64.7	73.3	73.9	64.5	66.2	57.4	84.0	62.1	68.8
To year 12 (female)	74.9	87.4	83.3	76.4	79.5	73.9	86.5	61.3	80.1
Indigenous students (c)									
Government schools									
To year 10	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4
To year 11	46.4	69.7	76.3	75.3	68.7	47.2	63.6	83.5	65.3
To year 12 (total)	30.9	40.9	52.1	25.5	40.9	44.8	64.6	45.1	39.1
To year 12 (male)	27.1	30.0	47.6	25.0	33.3	36.2	66.7	42.0	35.0
To year 12 (female)	34.7	51.7	56.9	26.0	48.0	54.8	62.9	48.1	43.4
All schools									
To year 10	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5
To year 11	50.1	77.2	80.6	79.2	71.3	51.1	67.9	85.2	69.7
To year 12 (total)	34.0	46.1	56.5	29.5	43.9	45.5	59.8	45.9	42.9
To year 12 (male)	30.2	37.3	53.0	29.6	35.5	38.1	64.9	44.4	39.4
To year 12 (female)	37.8	54.8	60.2	29.4	51.5	54.3	55.6	47.1	46.4

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

Source : ABS 2008, *Schools Australia 2007* , Cat. no. 4221.0; ABS (unpublished) Schools Australia 2007.

Table 4A.124 **Apparent retention rates of secondary students from years 10–12, 2007 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA* (c) (d)	*Tas* (c) (d)	*ACT*	*NT* (c)	*Aust*
Full time secondary students									
Government schools	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
Non-government schools	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
All schools	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
Full time Indigenous secondary students									
Government schools	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0
Non-government schools	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4
All schools	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5
Full time and part time secondary students (d)									
Government schools	70.1	78.9	73.7	65.2	85.0	91.0	96.7	79.8	74.5
Non-government schools	80.4	90.1	90.4	78.9	91.3	69.0	73.6	47.2	84.8
All schools	74.0	83.4	79.5	70.5	87.4	84.4	86.2	69.3	78.4

(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.

(d) Inclusion of part-time students in the calculation of apparent retention rates increases the apparent retention rates in SA and Tasmania due to a significant number of part-time adult learners and other students recorded as year 12 that were not part of the original year 10 cohort two years prior.

Source : ABS 2008, *Schools Australia 2007* , Cat. no. 4221.0; ABS (unpublished) Schools Australia 2007.

Table 4A.125 **Apparent retention rates of full time secondary students, government schools (per cent) (a)**

	NSW	*Vic*	*Qld*	*WA* (b)	*SA* (c)	*Tas* (c) (d)	*ACT* (c) (d)	*NT*	*Aust*
2003									
From year 7or 8 to year 10									
All students	96.0	96.2	100.5	98.6	95.8	97.4	100.0	92.5	97.3
Indigenous students	81.0	74.2	91.2	93.2	83.4	105.3	96.1	86.5	87.3
From year 10 to year 12									
All students	68.1	77.3	76.4	64.8	61.8	76.4	101.0	78.7	71.9
Indigenous students	36.3	43.8	59.0	25.5	32.9	52.3	88.0	51.7	43.6
2004									
From year 7or 8 to year 10									
All students	95.4	95.7	99.2	98.7	95.8	98.0	102.1	91.5	96.8
Indigenous students	79.9	78.0	87.2	87.0	79.7	104.1	108.2	85.7	84.8
From year 10 to year 12									
All students	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.0
Indigenous students	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	43.6
2005									
From year 7or 8 to year 10									
All students	95.1	96.9	98.4	99.2	97.4	99.4	100.0	91.7	97.0
Indigenous students	77.6	77.2	90.6	88.7	86.2	100.8	100.0	81.3	85.2
From year 10 to year 12									
All students	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
Indigenous students	36.3	51.0	55.0	26.1	37.5	43.7	71.4	54.9	42.3
2006									
From year 7or 8 to year 10									
All students	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
Indigenous students	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1
From year 10 to year 12									
All students	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
Indigenous students	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3
2007									
From year 7or 8 to year 10									
All students	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
Indigenous students	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4
From year 10 to year 12									
All students	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
Indigenous students	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0

(a) The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. 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. Calculations are based on full time student numbers.

(b) Data for WA have been affected by changes in scope and coverage over time.

Table 4A.125	**Apparent retention rates of full time secondary students, government schools (per cent) (a)**								
	NSW	*Vic*	*Qld*	*WA* (b)	*SA* (c)	*Tas* (c) (d)	*ACT* (c) (d)	*NT*	*Aust*

(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.

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

Source : ABS 2004, *Schools Australia 2003* , Cat. no. 4221.0; ABS 2005, *Schools Australia 2004* , Cat. no. 4221.0; ABS 2006, *Schools Australia 2005* , Cat. no. 4221.0; ABS 2007, *Schools Australia 2006* , Cat. no. 4221.0; ABS 2008, Schools Australia 2007, Cat. no. 4221.0; ABS (unpublished) Schools Australia (various years).

Table 4A.126 Apparent retention rates of full time secondary students, non-government schools (per cent) (a)

	NSW	*Vic*	*Qld*	*WA* (b)	*SA* (c)	*Tas* (c) (d)	*ACT* (c) (d)	*NT*	*Aust*
2003									
From year 7or 8 to year 10									
All students	99.1	100.8	101.4	103.5	102.6	102.4	98.5	72.0	na
Indigenous students	92.7	80.0	113.7	98.7	84.6	109.3	76.5	27.1	na
From year 10 to year 12									
All students	81.0	91.8	90.6	81.9	87.9	76.2	76.3	46.5	85.9
Indigenous students	54.7	48.9	67.8	44.4	71.4	60.0	57.9	28.8	55.6
2004									
From year 7or 8 to year 10									
All students	98.6	99.9	102.4	103.8	102.7	103.3	97.2	75.1	100.4
Indigenous students	94.5	118.4	103.0	107.0	104.0	141.9	70.6	31.8	92.0
From year 10 to year 12									
All students	81.3	91.9	91.5	82.4	87.7	76.0	72.6	43.1	86.1
Indigenous students	48.1	51.1	72.5	40.1	81.1	40.0	31.3	32.2	55.5
2005									
From year 7or 8 to year 10									
All students	98.2	99.5	102.6	104.1	102.3	102.0	98.2	99.9	100.4
Indigenous students	104.6	117.3	97.2	113.4	91.4	125.0	105.9	123.8	106.2
From year 10 to year 12									
All students	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
Indigenous students	51.1	87.5	65.3	54.5	61.4	55.3	46.2	93.2	62.1
2006									
From year 7or 8 to year 10									
All students	97.8	100.3	102.5	103.8	103.5	101.6	97.9	90.1	100.4
Indigenous students	117.9	140.7	103.3	119.1	96.8	110.2	113.3	104.9	110.8
From year 10 to year 12									
All students	80.9	91.5	89.4	80.1	86.6	66.4	74.6	42.4	84.9
Indigenous students	52.9	66.7	70.3	42.6	65.4	36.4	33.3	74.3	59.7
2007									
From year 7or 8 to year 10									
All students	98.0	101.3	102.1	102.3	102.6	102.3	96.6	85.5	100.4
Indigenous students	114.7	156.3	104.0	95.8	93.0	111.6	163.2	79.6	102.3
From year 10 to year 12									
All students	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
Indigenous students	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4

(a) The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. 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. Calculations are based on full time student numbers.

(b) Data for WA have been affected by changes in scope and coverage over time.

Table 4A.126 Apparent retention rates of full time secondary students, non-government schools (per cent) (a)

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

(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.

(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.

na Not available.

Source: ABS 2004, *Schools Australia* 2003, Cat. no. 4221.0; ABS 2005, *Schools Australia* 2004, Cat. no. 4221.0; ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS 2007, *Schools Australia 2006*, Cat. no. 4221.0; ABS 2008, Schools Australia 2007, Cat. no. 4221.0; ABS (unpublished) Schools Australia (various years).

Table 4A.127 **Apparent retention rates of full time secondary students, all schools (per cent) (a)**

	NSW	*Vic*	*Qld*	*WA* (b)	*SA* (c)	*Tas* (c) (d)	*ACT* (d)	*NT* (c)	*Aust*
2003									
From year 7or 8 to year 10									
All students	97.1	98.0	100.8	100.4	98.1	98.9	99.3	85.0	98.5
Indigenous students	82.1	74.8	94.9	94.0	83.5	105.8	91.2	61.0	87.2
From year 10 to year 12									
All students	72.7	82.9	81.5	70.6	70.8	76.2	90.3	68.7	76.9
Indigenous students	38.4	44.4	60.8	29.3	36.6	53.1	79.7	44.3	45.7
2004									
From year 7or 8 to year 10									
All students	96.6	97.3	100.3	100.5	98.2	99.6	99.8	85.9	98.1
Indigenous students	81.2	81.1	90.2	90.2	81.9	107.0	98.5	68.9	85.8
From year 10 to year 12									
All students	73.2	83.0	80.8	72.4	71.6	76.3	88.4	75.2	77.1
Indigenous students	37.8	44.7	60.8	30.1	44.2	54.5	74.6	49.2	45.7
2005									
From year 7or 8 to year 10									
All students	96.3	98.0	99.9	101.0	99.1	100.2	99.2	94.2	98.3
Indigenous students	80.2	81.2	91.8	92.8	86.7	103.2	101.2	91.2	88.3
From year 10 to year 12									
All students	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
Indigenous students	37.9	55.4	57.0	30.7	39.9	45.2	66.1	62.2	45.3
2006									
From year 7or 8 to year 10									
All students	96.4	98.2	100.5	102.0	100.1	99.9	98.7	90.4	98.6
Indigenous students	83.7	91.1	96.9	96.6	82.0	100.9	92.6	89.4	91.4
From year 10 to year 12									
All students	73.0	82.1	78.3	71.4	72.7	65.0	88.9	68.0	76.1
Indigenous students	37.7	47.4	60.1	34.6	45.7	37.3	60.0	58.8	46.7
2007									
From year 7or 8 to year 10									
All students	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
Indigenous students	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5
From year 10 to year 12									
All students	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
Indigenous students	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5

(a) The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. 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. Calculations are based on full time student numbers.

(b) Data for WA have been affected by changes in scope and coverage over time.

Table 4A.127 **Apparent retention rates of full time secondary students, all schools (per cent) (a)**

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

(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.

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

Source : ABS 2004, *Schools Australia* 2003, Cat. no. 4221.0; ABS 2005, *Schools Australia* 2004, Cat. no. 4221.0; ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS 2007, *Schools Australia* 2006, Cat. no. 4221.0; ABS 2008, Schools Australia 2007, Cat. no. 4221.0; ABS (unpublished) Schools Australia (various years).

Table 4A.128 **Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
2003									
Low socioeconomic status deciles									
Male students	58	61	64	51	48	54	np	12	57
Female students	71	74	75	63	71	66	np	14	71
All students	65	67	69	57	59	60	np	13	64
Medium socioeconomic status deciles									
Male students	59	59	71	60	60	69	np	42	62
Female students	68	74	76	66	82	79	np	50	72
All students	64	66	73	63	71	74	np	46	67
High socioeconomic status deciles									
Male students	74	77	73	68	79	79	77	np	74
Female students	78	87	76	77	92	90	81	np	81
All students	76	82	75	73	86	84	79	np	78
Total									
Male students	63	65	69	62	59	62	76	26	64
Female students	72	78	76	70	79	73	81	32	74
All students	67	72	72	66	69	67	79	29	69
2004									
Low socioeconomic status deciles									
Male students	58	57	57	48	49	41	np	13	55
Female students	70	68	70	61	70	52	np	20	67
All students	64	62	64	55	59	46	np	16	61
Medium socioeconomic status deciles									
Male students	60	59	65	59	59	57	np	39	60
Female students	70	73	73	69	83	65	np	51	72
All students	65	66	69	64	70	61	np	45	66
High socioeconomic status deciles									
Male students	75	76	67	69	75	65	76	np	73
Female students	81	88	73	77	93	69	74	np	81
All students	78	82	70	73	84	67	75	np	77
Total									
Male students	63	64	63	61	58	49	76	25	62
Female students	73	77	72	71	79	58	74	35	73
All students	68	70	68	66	68	53	75	30	68
2005									
Low socioeconomic status deciles									
Male students	56	53	55	51	50	37	np	15	53
Female students	70	68	69	62	68	50	np	19	67
All students	63	60	62	56	59	43	np	17	60

Table 4A.128 **Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Medium socioeconomic status deciles									
Male students	58	56	61	56	59	59	np	43	58
Female students	70	71	74	70	75	68	np	54	71
All students	64	63	67	62	67	63	np	49	64
High socioeconomic status deciles									
Male students	75	76	71	69	76	71	73	np	74
Female students	80	86	75	78	91	71	80	np	81
All students	78	81	73	73	84	71	76	np	77
Total									
Male students	62	62	62	60	59	48	72	29	61
Female students	73	75	73	72	75	58	80	36	73
All students	67	68	67	66	67	53	76	32	67
2006									
Low socioeconomic status deciles									
Male students	57	51	54	46	49	40	np	11	52
Female students	70	67	69	58	70	57	np	20	67
All students	63	59	61	52	59	48	np	16	59
Medium socioeconomic status deciles									
Male students	57	55	60	54	59	58	np	44	57
Female students	68	73	73	67	79	69	np	51	71
All students	63	64	66	61	69	63	np	47	64
High socioeconomic status deciles									
Male students	76	77	69	66	80	66	73	np	74
Female students	81	86	75	79	90	86	79	np	82
All students	79	82	72	72	85	76	76	np	77
Total									
Male students	62	61	60	58	59	49	73	27	60
Female students	72	76	73	70	77	64	79	35	73
All students	67	68	66	64	68	56	76	31	67
2007									
Low socioeconomic status deciles									
Male students	57	50	55	52	46	41	np	13	52
Female students	69	65	68	68	68	53	np	18	66
All students	63	57	61	60	57	47	np	15	59
Medium socioeconomic status deciles									
Male students	58	54	60	56	59	56	np	45	57
Female students	69	70	71	74	78	67	np	50	71
All students	63	61	66	65	68	61	np	47	64

Table 4A.128 **Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
High socioeconomic status deciles									
Male students	74	73	69	71	76	68	73	np	72
Female students	82	83	76	85	87	74	78	np	82
All students	78	78	73	78	81	71	76	np	77
Total									
Male students	62	59	61	62	57	49	73	28	60
Female students	73	73	72	77	76	60	78	35	73
All students	67	66	66	69	66	54	76	31	66

(a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five.

(b) Data for 2006 and earlier years has been revised based on finalised ERP rebased following the 2006 Census of Population and Housing.

(c) The ABS Index of Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses.

(d) Low socioeconomic status is the average of the three lowest deciles, medium socioeconomic status is the average of the four middle deciles and high socioeconomic status is the average of the three highest deciles.

(e) A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications.

np Not published.

Source : DEEWR (unpublished).

Table 4A.129 **Completion rates, year 12, by locality and sex, all schools (per cent) (a), (b), (c)**

	NSW	*Vic* (d)	*Qld*	*WA*	*SA*	*Tas* (d)	*ACT* (d) (e)	*NT* (e)	*Aust*
2003									
Metropolitan zone									
Male students	65	68	71	63	62	75	76	..	67
Female students	72	79	75	70	79	82	81	..	75
All students	69	73	73	67	70	78	79	..	71
Provincial zone									
Male students	57	58	67	62	51	51	..	36	58
Female students	71	77	77	73	81	66	..	44	74
All students	63	67	72	67	65	58	..	40	66
Remote									
Male students	57	53	66	58	53	37	..	29	54
Female students	73	87	83	70	92	56	..	37	71
All students	64	70	74	64	71	46	..	33	62
Very remote									
Male students	50	..	55	30	29	83	..	5	30
Female students	66	..	71	34	46	..	..	5	36
All students	57	..	62	32	36	..	..	5	33
Total									
Male students	63	65	69	62	59	62	76	26	64
Female students	72	78	76	70	79	73	81	32	74
All students	67	72	72	66	69	67	79	29	69
2004									
Metropolitan zone									
Male students	66	67	64	63	61	57	76	..	65
Female students	74	78	71	72	78	62	74	..	74
All students	70	72	68	67	70	60	75	..	70
Provincial zone									
Male students	56	57	61	56	48	43	..	33	55
Female students	69	73	75	70	81	55	..	51	71
All students	62	65	68	63	64	49	..	42	63
Remote									
Male students	53	64	58	60	60	24	..	31	54
Female students	81	78	70	73	87	54	..	34	70
All students	66	71	64	66	80	39	..	32	61
Very remote									
Male students	43	..	60	30	33	24	..	6	31
Female students	59	..	70	40	60	60	..	9	39
All students	51	..	65	35	45	37	..	7	35

Table 4A.129 Completion rates, year 12, by locality and sex, all schools (per cent) (a), (b), (c)

	NSW	*Vic* (d)	*Qld*	*WA*	*SA*	*Tas* (d)	*ACT* (d) (e)	*NT* (e)	*Aust*
Total									
Male students	63	64	63	61	58	49	76	25	62
Female students	73	77	72	71	79	58	74	35	73
All students	68	70	68	66	68	53	75	30	68
2005									
Metropolitan zone									
Male students	65	65	63	62	62	58	72	..	64
Female students	74	76	72	72	74	64	80	..	74
All students	69	70	67	67	68	61	76	..	69
Provincial zone									
Male students	54	52	59	55	50	40	..	40	53
Female students	70	74	75	73	78	54	..	49	71
All students	61	63	67	63	63	47	..	44	62
Remote									
Male students	53	61	52	61	52	27	..	28	50
Female students	81	87	78	73	93	40	..	39	71
All students	66	73	64	66	70	33	..	33	60
Very remote									
Male students	56	..	49	34	40	79	..	9	31
Female students	64	..	63	41	53	66	..	12	38
All students	60	..	56	37	45	74	..	11	34
Total									
Male students	62	62	62	60	59	48	72	29	61
Female students	73	75	73	72	75	58	80	36	73
All students	67	68	67	66	67	53	76	32	67
2006									
Metropolitan zone									
Male students	65	64	62	59	62	55	73	..	64
Female students	73	77	72	71	77	71	79	..	74
All students	69	70	67	65	69	63	76	..	69
Provincial zone									
Male students	53	52	56	55	52	44	..	35	53
Female students	69	74	74	71	78	59	..	47	71
All students	60	63	65	62	64	51	..	40	61
Remote									
Male students	50	61	51	59	60	29	..	33	51
Female students	83	82	75	76	92	46	..	40	71
All students	66	71	62	67	75	37	..	36	61

Table 4A.129 **Completion rates, year 12, by locality and sex, all schools (per cent) (a), (b), (c)**

	NSW	*Vic* (d)	*Qld*	*WA*	*SA*	*Tas* (d)	*ACT* (d) (e)	*NT* (e)	*Aust*
Very remote									
Male students	63	..	52	29	33	89	..	8	30
Female students	86	..	77	38	56	np	..	11	41
All students	74	..	64	33	43	95	..	9	35
Total									
Male students	62	61	60	58	59	49	73	27	60
Female students	72	76	73	70	77	64	79	35	73
All students	67	68	66	64	68	56	76	31	67
2007									
Metropolitan zone									
Male students	65	61	63	63	61	56	73	..	63
Female students	74	74	71	77	76	64	78	..	74
All students	69	67	67	70	68	60	76	..	68
Provincial zone									
Male students	54	52	57	58	47	44	..	39	53
Female students	69	70	72	79	74	56	..	48	70
All students	61	61	64	68	59	50	..	43	61
Remote									
Male students	58	61	55	60	47	39	..	30	51
Female students	78	94	74	96	89	54	..	35	75
All students	68	77	64	76	66	46	..	32	62
Very remote									
Male students	43	..	53	34	24	15	..	7	29
Female students	79	..	66	53	61	82	..	11	42
All students	61	..	59	43	41	44	..	9	35
Total									
Male students	62	59	61	62	57	49	73	28	60
Female students	73	73	72	77	76	60	78	35	73
All students	67	66	66	69	66	54	76	31	66

(a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five.

(b) Definitions are based on the agreed MCEETYA Geographic Location Classification.

(c) Data for 2006 and earlier years has been revised based on finalised ERP rebased following the 2006 Census of Population and Housing.

(d) There are no very remote areas in Victoria and the ACT. The very remote population in Tasmania is too small to give meaningful results and has been combined with the remote prior to 2007.

(e) The ACT is included in the metropolitan zone. Darwin is included in the provincial zone.

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

Source : DEEWR (unpublished).

Table 4A.130 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2007 (a), (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust* (a)
Year 12										
Attending in May 2007										
Higher Education	%	41.9 ± 11	49.4 ± 8.5	37.2 ± 8.2	33.4 ± 9.8	38.3 ± 11.2	*21.4 ± 14.9*	*58.9 ± 63.2*	–	41.4 ± 4.5
TAFE/Other study	%	21.2 ± 6.6	23.2 ± 6.3	21.0 ± 8.1	20.8 ± 8.5	17.5 ± 5.5	*30.8 ± 15.6*	*9.5 ± 17.0*	–	21.2 ± 3.3
Total attending	%	63.1 ± 9.5	72.6 ± 9.7	58.2 ± 5.9	54.1 ± 8.8	55.8 ± 10.8	52.1 ± 13.3	*68.4 ± 47.9*	–	62.6 ± 3.9
Not attending in May 2007										
Full-time workers	%	15.8 ± 6.5	15.2 ± 6.5	22.4 ± 6.7	20.2 ± 8.6	*14.6 ± 9.1*	np	*18.2 ± 30.4*	np	17.3 ± 3.2
Other (c)	%	21.2 ± 7.2	12.2 ± 5.8	19.3 ± 7.3	25.8 ± 9.5	29.8 ± 12.1	np	*12.7 ± 18.6*	np	20.2 ± 3
Total not attending	%	36.9 ± 9.5	27.4 ± 9.7	41.8 ± 5.9	45.9 ± 8.7	44.2 ± 10.9	47.9 ± 13.2	*31.6 ± 47.6*	*100.0*	37.4 ± 3.9
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Year 11 and below										
Attending in May 2007										
Higher Education	%	np	np	np	np	np	np	np	np	np
TAFE/Other study	%	31.4 ± 8.4	49.7 ± 10.1	43 ± 10.1	28.9 ± 8.2	31.9 ± 9.4	*33.2 ± 18.9*	np	np	36.8 ± 4.6
Total attending	%	31.4 ± 12.7	50.9 ± 11.5	43.0 ± 15.5	34.3 ± 9.6	*31.9 ± 16.3*	*40.0 ± 21.7*	np	np	38.0 ± 5.7
Not attending in May 2007										
Full-time workers	%	*10.1 ± 6.7*	18.1 ± 7.5	*24.2 ± 12.0*	25.7 ± 10.9	*16.7 ± 13.3*	*12.0 ± 14.7*	*50.0 ± 30.7*	*57.1 ± 36.3*	18.3 ± 4.4
Other (c)	%	58.5 ± 14.5	30.6 ± 9.8	32.9 ± 14.2	41.0 ± 10.1	51.4 ± 21.4	*48.0 ± 27.3*	*35.7 ± 23.7*	*42.9 ± 33.4*	43.8 ± 5.7
Total not attending	%	68.6 ± 12.8	48.6 ± 11.4	57.0 ± 15.5	66.7 ± 9.5	68.1 ± 16.3	60.0 ± 20.2	85.7 ± 17.1	100.0	62.1 ± 5.7
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
All school leavers										
Attending in May 2007										
Higher Education	%	29.4 ± 7.9	35.4 ± 7.2	28 ± 6.6	24.5 ± 7.1	25.9 ± 7.6	*15.8 ± 8.9*	*46.8 ± 54.8*	–	29.6 ± 3.7
TAFE/Other study	%	24.3 ± 6.3	30.9 ± 6.4	26.5 ± 7.1	23.3 ± 6.6	22.2 ± 6.0	31.6 ± 12.2	*10.1 ± 13.1*	–	25.7 ± 3.4
Total attending	%	53.7 ± 7.5	66.4 ± 8.2	54.5 ± 4.9	47.8 ± 6.0	48.0 ± 8.6	47.4 ± 10.6	*57.0 ± 43.6*	–	55.4 ± 3.3

Table 4A.130 **School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2007 (a), (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust* (a)
Not attending in May 2007										
Full-time workers	%	14.1 ± 4.8	16.0 ± 5.2	22.9 ± 5.6	21.9 ± 6.3	15.2 ± 6.7	*8.2 ± 7.0*	*24.6 ± 27.7*	*50.0 ± 26.6*	17.6 ± 2.6
Other (c)	%	32.3 ± 5.9	17.7 ± 5.7	22.6 ± 6.1	30.5 ± 6.9	37.2 ± 10.7	45.2 ± 11.3	*18.8 ± 18.8*	*50.0 ± 25.5*	27.0 ± 2.5
Total not attending	%	46.4 ± 7.5	33.7 ± 8.2	45.6 ± 4.9	52.1 ± 6.0	52.0 ± 8.6	52.1 ± 10.7	*43.5 ± 44.5*	100.0	44.6 ± 3.3
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Year 12										
Attending in May 2007										
Higher Education	000	28.2	26.0	16.9	7.8	5.8	*1.0*	*3.2*	–	88.9
TAFE/Other study	000	14.3	12.2	9.6	*4.8*	2.6	*1.5*	*0.5*	–	45.5
Total attending	000	42.5	38.2	26.5	12.6	8.4	2.5	*3.7*	–	134.4
Not attending in May 2007										
Full-time workers	000	*10.6*	*8.0*	*10.2*	*4.7*	*2.2*	*np*	*1.0*	*np*	37.1
Other (c)	000	14.3	6.4	8.8	6.0	4.5	*np*	*0.7*	*np*	43.3
Total not attending	000	24.8	14.4	19.0	10.7	6.7	2.3	*1.7*	*0.8*	80.4
Total	**000**	**67.3**	**52.6**	**45.5**	**23.3**	**15.1**	**4.8**	**5.5**	***0.8***	**214.8**
Year 11 and below										
Attending in May 2007										
Higher Education	000	np	*np*	np	*np*	np	*np*	*np*	*np*	*np*
TAFE/Other study	000	*9.0*	10.7	6.4	3.0	*2.3*	*0.8*	*np*	*np*	32.5
Total attending	000	*9.0*	11.0	6.4	3.6	*2.3*	*1.0*	*np*	*np*	33.5
Not attending in May 2007										
Full-time workers	000	*2.9*	*3.9*	*3.6*	*2.7*	*1.2*	*0.3*	*0.7*	*0.8*	16.1
Other (c)	000	16.8	6.6	*4.9*	4.3	*3.7*	*1.2*	*0.5*	*0.6*	38.6
Total not attending	000	19.7	10.5	8.5	7.0	4.9	*1.5*	*1.2*	*1.4*	54.8
Total	**000**	**28.7**	**21.6**	**14.9**	**10.5**	**7.2**	**2.5**	**1.4**	***1.4***	**88.2**

Table 4A.130 School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2007 (a), (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (a)	*Aust* (a)
All school leavers										
Attending in May 2007										
Higher Education	000	28.2	26.3	16.9	8.3	5.8	*1.1*	*3.2*	–	89.8
TAFE/Other study	000	23.3	22.9	16.0	7.9	5.0	2.3	*0.7*	–	78.0
Total attending	000	51.5	49.2	32.9	16.2	10.7	3.4	*3.9*	–	167.9
Not attending in May 2007										
Full-time workers	000	13.5	11.9	13.8	7.4	3.4	*0.6*	*1.7*	*1.1*	53.3
Other (c)	000	31.0	13.1	13.6	10.3	8.3	3.3	*1.3*	*1.1*	81.9
Total not attending	000	44.5	25.0	27.5	17.6	11.6	3.8	3.0	*2.2*	135.2
Total	**000**	**96.0**	**74.2**	**60.3**	**33.8**	**22.3**	**7.3**	**6.9**	***2.2***	**303.1**

(a) Estimates in italics have relative standard errors greater than 25 per cent and should be used with caution. The majority of ACT and NT estimates are greater than 50 per cent and are considered too unreliable for general use. The 95 per cent confidence interval associated with each estimate is reported with the estimate. Data are not published for some items due to small sample sizes, but these data are included in Australia totals.

(b) The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed.

(c) The category 'other' includes part-time workers, unemployed people and people not in the labour force.

– nil or rounded to zero. **np** Not published.

Source : ABS (unpublished) Survey of Education and Work, 2007.

Table 4A.131 Participation in VET in Schools, with apprenticeships and traineeships disaggregated, 2005 (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
VET in Schools students										
School-based apprentices and trainees (b)	no. ('000)	1.2	4.2	5.9	0.9	0.5	0.1	0.1	0.1	13.0
Other VET in schools students	no. ('000)	59.6	31.8	40.6	16.4	12.8	2.6	4.4	1.8	170.0
Total	**no. ('000)**	**60.8**	**36.0**	**46.4**	**17.4**	**13.3**	**2.7**	**4.4**	**1.9**	**182.9**
School students undertaking a senior secondary school certificate										
Total	**no. ('000)**	**139.6**	**140.5**	**86.0**	**46.7**	**51.4**	**11.0**	**9.0**	**5.0**	**489.2**
Proportion of school students undertaking a senior secondary school certificate who undertook VET in schools										
School-based apprentices and trainees	%	0.9	3.0	6.8	2.0	1.0	0.8	0.7	1.0	2.6
Other VET in schools students	%	42.7	22.6	47.2	35.2	24.9	23.9	48.5	36.7	34.7
Total	**%**	**43.6**	**25.6**	**53.9**	**37.3**	**25.9**	**24.5**	**48.7**	**38.2**	**37.4**

(a) As a result of collecting AVETMISS compliant data for the first time, the 2005 MCEETYA VET in Schools statistics are subject to some data quality problems. These fall into one of four kinds: the number of student records provided to NCVER may be incomplete; there may be some fields that are intended to be used in producing the tables where no data is reported because, for example, it is not captured in school enrolment processes; the use of secondary data sources to determine some measures — for example, data to be obtained on the number of school students undertaking a senior secondary certificate — may not be sufficiently reliable or comparable to the AVETMISS compliant data; and, differences in definitional and compilation practices used by states and territories to populate some fields, for example the nominal hours field, resulting in anomalies between states and territories.

(b) Students who undertook at least one unit of competency/module in a school-based apprenticeship or traineeship during 2005.

Source : National Centre for Vocational and Education Research (NCVER) (2007) *2005 VET in Schools* .

Table 4A.132 **Participation in VET in Schools, by school sector, 2005 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
VET in Schools students (b)										
Government schools	no. ('000)	44.5	23.6	31.8	13.3	9.2	2.3	3.4	1.5	129.6
Non-government schools	no. ('000)	16.2	10.8	14.3	4.0	4.2	0.4	1.1	0.4	51.3
Total (c)	**no. ('000)**	**60.8**	**36.0**	**46.4**	**17.4**	**13.3**	**2.7**	**4.4**	**1.9**	**182.9**
School students undertaking a senior secondary school certificate										
Government schools	no. ('000)	81.9	76.7	51.7	27.8	32.4	8.0	5.8	4.1	288.5
Non-government schools	no. ('000)	54.7	60.6	34.2	18.2	19.0	3.0	3.2	0.8	193.6
Total (c)	**no. ('000)**	**139.6**	**140.5**	**86.0**	**46.7**	**51.4**	**11.0**	**9.0**	**5.0**	**489.2**
Proportion of school students undertaking a senior secondary school certificate who undertook VET in schools										
Government schools	%	54.4	30.8	61.5	47.9	28.2	29.0	57.8	35.8	44.9
Non-government schools	%	29.6	17.8	41.9	22.1	22.0	13.0	33.2	47.4	26.5
Total (c)	**%**	**43.6**	**25.6**	**54.0**	**37.2**	**25.9**	**24.7**	**49.2**	**37.7**	**37.4**

(a) As a result of collecting AVETMISS compliant data for the first time, the 2005 MCEETYA VET in Schools statistics are subject to some data quality problems. These fall into one of four kinds: the number of student records provided to NCVER may be incomplete; there may be some fields that are intended to be used in producing the tables where no data is reported because, for example, it is not captured in school enrolment processes; the use of secondary data sources to determine some measures — for example, data to be obtained on the number of school students undertaking a senior secondary certificate — may not be sufficiently reliable or comparable to the AVETMISS compliant data; and, differences in definitional and compilation practices used by states and territories to populate some fields, for example the nominal hours field, resulting in anomalies between states and territories.

(b) Students who undertook at least one unit of competency/module in VET in schools during 2005.

(c) Total includes other providers such as TAFE, community education and private providers, however due to small numbers these are not presented separately.

Source : NCVER (2007) *2005 VET in Schools* .

Table 4A.133 **Attainment in VET in Schools, by school sector, 2005 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
VET in Schools students (b)										
Government schools	no. ('000)	33.0	21.5	17.0	10.4	8.6	2.0	2.6	1.3	96.3
Non-government schools	no. ('000)	12.9	10.3	8.1	3.8	4.1	0.4	1.0	0.4	41.0
Total (c)	**no. ('000)**	**46.0**	**33.1**	**25.3**	**14.2**	**12.7**	**2.4**	**3.5**	**1.7**	**139.0**
School students undertaking a senior secondary school certificate										
Government schools	no. ('000)	81.9	76.7	51.7	27.8	32.4	8.0	5.8	4.1	288.5
Non-government schools	no. ('000)	54.7	60.6	34.2	18.2	19.0	3.0	3.2	0.8	193.6
Total (c)	**no. ('000)**	**139.6**	**140.5**	**86.0**	**46.7**	**51.4**	**11.0**	**9.0**	**5.0**	**489.2**
Proportion of school students undertaking a senior secondary school certificate who successfully completed VET in schools										
Government schools	%	40.3	28.0	32.9	37.4	26.4	25.4	43.9	32.1	33.4
Non-government schools	%	23.6	17.0	23.7	20.8	21.8	12.3	30.3	47.1	21.2
Total (c)	**%**	**33.0**	**23.6**	**29.5**	**30.4**	**24.7**	**21.9**	**39.2**	**34.6**	**28.4**

(a) As a result of collecting AVETMISS compliant data for the first time, the 2005 MCEETYA VET in Schools statistics are subject to some data quality problems. These fall into one of four kinds: the number of student records provided to NCVER may be incomplete; there may be some fields that are intended to be used in producing the tables where no data is reported because, for example, it is not captured in school enrolment processes; the use of secondary data sources to determine some measures — for example, data to be obtained on the number of school students undertaking a senior secondary certificate — may not be sufficiently reliable or comparable to the AVETMISS compliant data; and, differences in definitional and compilation practices used by states and territories to populate some fields, for example the nominal hours field, resulting in anomalies between states and territories.

(b) Students who successfully completed at least one unit of competency/module in VET in schools during 2005.

(c) Total includes other providers such as TAFE, community education and private providers, however due to small numbers these are not presented separately.

Source: NCVER (2007) *2005 VET in Schools* .

Table 4A.134 Student attendance rates, government schools, by sex, 2007 (per cent)

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
NSW												
Male	94	94	94	94	94	94	92	90	89	89	91	84
Female	94	94	94	94	94	94	93	91	89	89	92	85
Total	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**90**	**89**	**89**	**91**	**84**
Vic												
Male	94	95	95	95	95	94	94	92	91	92	91	91
Female	94	95	95	95	95	95	94	92	91	91	90	90
Total	**94**	**95**	**95**	**95**	**95**	**94**	**94**	**92**	**91**	**91**	**90**	**90**
Qld												
Male	93	94	94	94	94	93	93	90	88	87	89	91
Female	94	94	94	94	94	94	94	92	89	87	90	88
Total	**94**	**94**	**94**	**94**	**94**	**93**	**93**	**91**	**88**	**87**	**89**	**90**
WA												
Male	92	93	93	93	93	93	93	90	88	87	..	97
Female	92	93	93	93	94	94	93	91	88	86	..	96
Total	**92**	**93**	**93**	**93**	**93**	**93**	**93**	**91**	**88**	**86**	**..**	**96**
SA												
Male	93	93	93	93	93	93	92	90	88	87	93	90
Female	92	93	93	93	93	93	93	91	88	86	93	91
Total	**93**	**93**	**93**	**93**	**93**	**93**	**92**	**90**	**88**	**87**	**93**	**90**
Tas												
Male	95	95	95	95	95	95	93	92	90	89	..	..
Female	95	95	96	95	95	95	94	91	89	87	..	..
Total	**95**	**95**	**95**	**95**	**95**	**95**	**94**	**91**	**89**	**88**	**..**	**..**

Table 4A.134 **Student attendance rates, government schools, by sex, 2007 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
ACT												
Male	93	94	94	94	93	92	91	90	88	89	..	..
Female	93	94	94	94	94	92	92	90	87	87	..	..
Total	**93**	**94**	**94**	**94**	**94**	**92**	**91**	**90**	**88**	**88**	**..**	**..**
NT												
Male	82	83	85	85	84	85	84	84	82	81	70	87
Female	82	83	83	86	86	85	85	85	82	82	84	89
Total	**82**	**83**	**84**	**85**	**85**	**85**	**85**	**84**	**82**	**81**	**75**	**87**

(a) See source for detailed explanatory notes regarding data.

.. Not applicable.

Source: MCEETYA (2009) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter* , Melbourne.

Table 4A.135 **Student attendance rates, government schools, by Indigenous status, 2007 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
NSW												
Indigenous	88	89	89	89	89	89	84	81	78	81	85	76
Non-Indigenous	94	94	95	95	94	94	93	91	90	89	92	86
Total	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**90**	**89**	**89**	**91**	**84**
Vic												
Indigenous	89	89	90	90	90	89	87	85	81	83	84	84
Non-Indigenous	94	95	95	95	95	95	94	92	91	91	90	90
Total	**94**	**95**	**95**	**95**	**95**	**94**	**94**	**92**	**91**	**91**	**90**	**90**
Qld												
Indigenous	87	87	87	88	88	88	87	84	80	78	84	94
Non-Indigenous	94	94	94	94	94	94	94	92	89	88	90	88
Total	**94**	**94**	**94**	**94**	**94**	**93**	**93**	**91**	**88**	**87**	**89**	**90**
WA												
Indigenous	78	80	82	82	82	83	82	75	68	64	..	..
Non-Indigenous	93	94	94	94	94	94	94	92	90	88	..	96
Total	**92**	**93**	**93**	**93**	**93**	**93**	**93**	**91**	**88**	**86**	**..**	**96**
SA												
Indigenous	83	85	86	85	86	84	84	78	74	75	81	74
Non-Indigenous	93	94	94	94	93	93	93	91	89	87	93	91
Total	**93**	**93**	**93**	**93**	**93**	**93**	**92**	**90**	**88**	**87**	**93**	**90**
Tas												
Indigenous	94	94	94	94	93	93	91	88	85	83	..	..
Non-Indigenous	95	95	96	96	95	95	94	92	90	88	..	..
Total	**95**	**95**	**95**	**95**	**95**	**95**	**94**	**91**	**89**	**88**	**..**	**..**

Table 4A.135 **Student attendance rates, government schools, by Indigenous status, 2007 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
ACT												
Indigenous	90	88	88	89	88	87	86	85	81	81	..	..
Non-Indigenous	94	94	94	94	94	92	92	90	88	88	..	..
Total	**93**	**94**	**94**	**94**	**94**	**92**	**91**	**90**	**88**	**88**	**..**	**..**
NT												
Indigenous	71	72	73	75	75	75	75	75	71	69	74	69
Non-Indigenous	91	93	93	93	93	93	92	92	89	88	..	95
Total	**82**	**83**	**84**	**85**	**85**	**85**	**85**	**84**	**82**	**81**	**75**	**87**

(a) See source for detailed explanatory notes regarding data.

.. Not applicable.

Source: MCEETYA (2009) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter* , Melbourne.

Table 4A.136 Student attendance rates, independent schools, by sex, 2007 (per cent)

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
NSW												
Male	95	95	95	95	95	95	94	94	94	93	94	93
Female	94	94	94	94	93	93	93	92	91	91	93	91
Total	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**93**	**92**	**94**	**92**
Vic												
Male	94	94	94	94	94	95	95	94	94	94	82	81
Female	94	94	94	94	94	94	95	94	93	93	75	71
Total	**94**	**94**	**94**	**94**	**94**	**94**	**95**	**94**	**94**	**94**	**79**	**79**
Qld												
Male	93	93	93	93	93	93	92	91	91	90	94	71
Female	93	93	94	94	94	94	94	93	92	92	93	89
Total	**93**	**93**	**94**	**93**	**93**	**93**	**93**	**92**	**91**	**91**	**94**	**79**
WA												
Male	93	93	93	93	94	94	94	94	94	94	96	48
Female	93	93	94	94	94	93	94	94	93	93	93	38
Total	**93**	**93**	**93**	**93**	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**44**
SA												
Male	94	95	95	95	93	94	94	94	93	93	94	96
Female	93	94	94	94	94	94	93	94	93	92	95	94
Total	**93**	**95**	**94**	**95**	**94**	**94**	**94**	**94**	**93**	**92**	**95**	**95**
Tas												
Male	95	96	96	96	96	97	96	96	97	95	96	99
Female	94	94	94	94	95	94	94	93	92	91	..	100
Total	**94**	**95**	**95**	**95**	**95**	**95**	**95**	**94**	**95**	**93**	**96**	**99**

Table 4A.136 **Student attendance rates, independent schools, by sex, 2007 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
ACT												
Male	94	96	95	95	94	94	95	94	94	94	..	..
Female	94	93	95	93	95	95	92	93	91	89	..	..
Total	**94**	**95**	**95**	**94**	**95**	**94**	**94**	**93**	**92**	**91**	**..**	**..**
NT												
Male	88	91	88	94	93	92	95	93	90	89	95	58
Female	93	93	91	92	89	93	94	94	91	92	..	68
Total	**90**	**92**	**90**	**93**	**91**	**92**	**95**	**94**	**91**	**91**	**95**	**63**

(a) See source for detailed explanatory notes regarding data.

.. Not applicable.

Source: MCEETYA (2009) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter* , Melbourne.

Table 4A.137 Student attendance rates, independent schools, by Indigenous status, 2007 (per cent)

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
NSW												
Indigenous	92	87	93	90	92	93	88	87	89	80	95	100
Non-Indigenous	94	94	94	94	94	94	94	93	93	92	94	92
Total	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**93**	**92**	**94**	**92**
Vic												
Indigenous	78	93	83	82	79	96	84	69	85	67	..	53
Non-Indigenous	94	94	94	94	94	94	95	94	94	94	79	80
Total	**94**	**94**	**94**	**94**	**94**	**94**	**95**	**94**	**94**	**94**	**79**	**79**
Qld												
Indigenous	87	79	86	82	82	81	82	84	77	72	81	71
Non-Indigenous	93	93	94	93	94	94	93	92	92	92	94	81
Total	**93**	**93**	**94**	**93**	**93**	**93**	**93**	**92**	**91**	**91**	**94**	**79**
WA												
Indigenous	67	75	71	74	72	72	78	83	75	72	..	33
Non-Indigenous	94	94	94	94	95	94	95	94	94	94	94	48
Total	**93**	**93**	**93**	**93**	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**44**
SA												
Indigenous	86	83	88	93	89	91	83	86	90	87	75	100
Non-Indigenous	93	95	95	95	94	94	94	94	93	92	95	95
Total	**93**	**95**	**94**	**95**	**94**	**94**	**94**	**94**	**93**	**92**	**95**	**95**
Tas												
Indigenous	98	97	95	88	91	97	88	94	90	99	..	65
Non-Indigenous	94	95	95	95	95	95	95	94	95	93	96	99
Total	**94**	**95**	**95**	**95**	**95**	**95**	**95**	**94**	**95**	**93**	**96**	**99**

Table 4A.137 **Student attendance rates, independent schools, by Indigenous status, 2007 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
ACT												
Indigenous	90	88	95	98	99	80	78	86	62	93	..	..
Non-Indigenous	94	95	95	94	95	95	94	93	92	91	..	..
Total	**94**	**95**	**95**	**94**	**95**	**94**	**94**	**93**	**92**	**91**	**..**	**..**
NT												
Indigenous	76	75	76	79	82	86	94	91	84	84	..	63
Non-Indigenous	93	95	92	94	92	93	95	94	94	93	95	..
Total	**90**	**92**	**90**	**93**	**91**	**92**	**95**	**94**	**91**	**91**	**95**	**63**

(a) See source for detailed explanatory notes regarding data.

.. Not applicable.

Source: MCEETYA (2009) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter* , Melbourne.

Table 4A.138 Student attendance rates, Catholic schools, by sex, 2007 (per cent)

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
NSW												
Male	94	94	95	94	94	94	94	93	93	93	94	..
Female	94	94	94	94	95	94	94	93	92	92	94	55
Total	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**93**	**92**	**94**	**55**
Vic												
Male	93	93	93	93	94	93	94	93	93	92	87	68
Female	93	93	93	94	93	93	94	93	92	91	86	68
Total	**93**	**93**	**93**	**93**	**93**	**93**	**94**	**93**	**92**	**91**	**87**	**68**
Qld												
Male	94	94	94	93	95	94	94	94	93	92	94	80
Female	93	94	94	94	94	94	94	94	93	92	88	87
Total	**93**	**94**	**94**	**94**	**95**	**94**	**94**	**94**	**93**	**92**	**91**	**82**
WA												
Male	91	92	91	93	93	93	93	94	93	93	86	..
Female	92	92	92	92	92	92	93	92	91	91	86	..
Total	**91**	**92**	**92**	**92**	**92**	**92**	**93**	**93**	**92**	**92**	**86**	**..**
SA												
Male	94	95	95	95	95	95	95	94	93	93	94	96
Female	94	95	94	95	95	95	95	94	92	92	96	93
Total	**94**	**95**	**95**	**95**	**95**	**95**	**95**	**94**	**93**	**93**	**95**	**95**
Tas												
Male	89	90	89	90	90	91	91	90	88	89	..	..
Female	89	89	90	91	90	89	88	86	85	83	..	..
Total	**89**	**89**	**89**	**91**	**90**	**90**	**90**	**88**	**87**	**86**	**..**	**..**

Table 4A.138 **Student attendance rates, Catholic schools, by sex, 2007 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
ACT												
Male	94	95	94	95	94	94	93	90	91	89	96	..
Female	94	94	94	94	93	93	93	90	89	87	95	..
Total	**94**	**94**	**94**	**94**	**94**	**93**	**93**	**90**	**90**	**88**	**96**	**..**
NT												
Male	90	89	89	89	89	90	88	89	90	90	..	..
Female	91	89	90	88	90	88	87	87	90	87	..	..
Total	**90**	**89**	**89**	**89**	**89**	**89**	**87**	**88**	**90**	**89**	**..**	**..**

(a) See source for detailed explanatory notes regarding data.

.. Not applicable.

Source: MCEETYA (2009) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter* , Melbourne.

Table 4A.139 **Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
NSW												
Indigenous	88	88	89	90	89	89	88	86	85	85	89	..
Non-Indigenous	94	94	94	94	95	94	94	93	93	93	94	55
Total	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**93**	**92**	**94**	**55**
Vic												
Indigenous	88	78	88	85	83	83	77	81	82	76	65	76
Non-Indigenous	93	93	93	94	93	93	94	93	92	91	87	68
Total	**93**	**93**	**93**	**93**	**93**	**93**	**94**	**93**	**92**	**91**	**87**	**68**
Qld												
Indigenous	86	89	88	87	88	87	90	89	86	83	100	60
Non-Indigenous	94	94	94	94	95	94	94	94	93	92	91	90
Total	**93**	**94**	**94**	**94**	**95**	**94**	**94**	**94**	**93**	**92**	**91**	**82**
WA												
Indigenous	76	79	75	80	77	78	76	82	83	83	..	..
Non-Indigenous	92	92	92	93	93	93	93	93	92	92	92	..
Total	**91**	**92**	**92**	**92**	**92**	**92**	**93**	**93**	**92**	**92**	**86**	**..**
SA												
Indigenous	92	92	93	91	95	93	92	85	85	89	..	..
Non-Indigenous	94	95	95	95	95	95	95	94	93	93	95	95
Total	**94**	**95**	**95**	**95**	**95**	**95**	**95**	**94**	**93**	**93**	**95**	**95**
Tas												
Indigenous	85	91	88	90	96	93	92	93	89	88	..	..
Non-Indigenous	89	89	89	91	90	90	89	88	87	86	..	..
Total	**89**	**89**	**89**	**91**	**90**	**90**	**90**	**88**	**87**	**86**	**..**	**..**

Table 4A.139 **Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
ACT												
Indigenous	90	94	92	84	77	94	91	94	91	87	..	..
Non-Indigenous	94	94	94	94	94	93	93	90	90	88	96	..
Total	**94**	**94**	**94**	**94**	**94**	**93**	**93**	**90**	**90**	**88**	**96**	**..**
NT												
Indigenous	85	84	84	85	85	87	79	86	89	83	..	..
Non-Indigenous	91	89	91	89	90	89	89	89	90	90	..	..
Total	**90**	**89**	**89**	**89**	**89**	**89**	**87**	**88**	**90**	**89**	**..**	**..**

(a) See source for detailed explanatory notes regarding data.

.. Not applicable.

Source: MCEETYA (2009) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter* , Melbourne.