# 4 School education

CONTENTS

4.1 Profile of school education 4.2

4.2 Framework of performance indicators 4.16

4.3 Key performance indicator results 4.18

4.4 Future directions in performance reporting 4.98

4.5 Jurisdictions’ comments 4.99

4.6 Definitions of key terms 4.109

4.7 List of attachment tables 4.112

4.8 References 4.123

|  |
| --- |
| Attachment tables |
| Attachment tables are identified in references throughout this chapter by a ‘4A’ prefix (for example, table 4A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available 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).

Data in this chapter mostly relate to the 2013 calendar year and the 2012-13 financial year. National Assessment Program – Literacy and Numeracy (NAPLAN) data are included for 2014.

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.

Major improvements in reporting on school education this year include:

* inclusion of a mini-case study on the WA Independent Public Schools initiative
* inclusion of data by Indigenous status in the 6–15 years enrolment measure
* for the ‘learning outcomes’ indicator:
* reporting the most recent year of NAPLAN outcomes (2014 data), including significance of differences (effect size) across states and territories. Data for 2013 NAPLAN are also included in this report for the first time, in the attachment tables
* reporting outcomes of the years 6 and 10 Civics and Citizenship National Assessment Program (NAP) in 2013, including significance of differences across states and territories
* reporting outcomes of the 2013 IEA International Computer and Information Literacy Study (ICILS)
* inclusion of new measures for the outcome indicator ‘destination’, based on the Survey of Education and Work and the Census of Population and Housing.

## 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 which 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 2014).

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 socio-economic status and 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 about population and household characteristics in each State and Territory is provided in chapter 2 ‘Statistical context’.

### Roles and responsibilities

Under constitutional arrangements, State and Territory governments are responsible for ensuring the delivery of schooling to all children of school age in their jurisdictions. 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 funding. Non-government schools operate under conditions determined by State and Territory government registration authorities and also receive State and Territory government funding.

The major element of Australian Government funding in 2012-13 was provided through the National Schools Specific Purpose Payment (SPP), which is associated with the National Education Agreement (NEA) under the Intergovernmental Agreement (IGA) on Federal Financial Relations. The non-government schools funding component of the National Schools SPP is determined by the Schools Assistance Act 2008. Both the NEA and the Schools Assistance Act 2008 came into effect on 1 January 2009. The Australian Government also provides supplementary funding for government schools and non‑government schools through National Partnerships associated with the NEA. Other Australian Government payments of a smaller scale are made directly to school communities, students and other organisations to support schooling.

The Education Council[[1]](#footnote-1) — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for developing national priorities and strategies for schooling.

#### *Mini-case study: Independent Public Schools in Western Australia*

In 2010, the WA Government commenced implementation of its Independent Public Schools (IPS) initiative, which provides participating government school communities with greater control, flexibility and autonomy to respond to their students’ and communities’ needs. This initiative and results of the initial evaluation are described in box 4.1.

|  |
| --- |
| Box 4.1 Western Australia Independent Public Schools initiative |
| The fundamental premise of the IPS initiative is that school communities are best placed to make decisions about their students’ education needs. Giving such communities more control, autonomy and flexibility across a wide range of strategic, resourcing and operational matters leads to decisions that are better tailored to the specific educational needs of local communities and their students. This in turn fosters greater local innovation, more efficient and effective use of school resources and ultimately creates the conditions for better educational services and improved outcomes for their students.  IPSs have been operating for some time in Western Australia. Launched in 34 government schools in 2010, the Western Australian IPS initiative seeks to empower participating school communities by giving them greater control, flexibility and autonomy to respond to their students’ and communities’ needs.  In 2013, an independent evaluation of the Western Australian IPS initiative confirmed it was achieving promising early results, and the initiative won the Western Australian Premier’s Award for Excellence in Public Sector Management and the Improving Government category award. By 2014, the initiative had been expanded to 264 schools, representing one-third of Western Australia’s government schools and approximately half of all teachers and students in the state’s public education system. An additional 178 government schools will become IPSs in 2015, resulting in 70 per cent of Western Australian government school students being educated at IPSs.  Western Australian IPSs have markedly different governance and accountability arrangements that extensively involve their local community. Each IPS has a school board that must include staff, parents, business and other community representatives. The chair of the board, along with the principal and the Director General, establish a triennial Delivery and Performance Agreement that outlines the resources the school will receive, support that will be provided, programs to be delivered, and the expected performance and accountability arrangements of the school over the life of the agreement. The chair of the board also endorses the IPS’s one‑line budgets and business plans, and the board receives quarterly reports from the principal detailing the school’s performance against the targets and commitments in the Delivery and Performance Agreement. The board also participates in the triennial independent review by an external government agency of each IPS’s performance, with the results being made publicly available.  Another key aspect of the Western Australian IPS initiative is that schools that want to become an IPS have to undergo a rigorous development and selection process to ensure they are adequately prepared for the additional responsibilities that flow from greater autonomy.  The Western Australian initiative is one model of IPS implementation and other states and territories may use alternative models or approaches to achieve similar objectives.  What effect is the Western Australian IPS initiative having on schools?  The initiative was evaluated between 2010 and 2012 by the University of Melbourne in partnership with Murdoch University and Shelby Consulting Pty Ltd.  The evaluation report noted that, although it was too soon for the IPS initiative to demonstrate an effect on student outcomes, many of the intended changes to how IPSs operate were occurring and it was creating the foundations for future improvements in student achievement, behaviour and attendance. |
| (continued next page) |
|  |

|  |
| --- |
| Box 4.1 (continued) |
| The initiative was found to be empowering and providing greater decision-making power, autonomy and flexibility to IPS principals, teachers and their school communities. As shown in figure 4.1, IPS principals reported higher levels of cost-effectiveness, enhanced functioning of their school and better educational provisions for students since becoming an IPS. The results were consistent with other findings in the evaluation that IPS benefits were generally greater after a transition period during which schools established appropriate systems and processes for operating as IPSs.   |  |  | | --- | --- | | Figure 4.1 Principals’ responses to introduction of the WA IPS initiative | | | |  | | --- | | Figure 4.1 Principals' responses to introduction of the WA IPS initiative  More details can be found within the text surrounding this image. | | |  | |   Teachers at IPSs were also generally positive about the effects of the initiative and reported higher levels of collaboration, a greater sense of autonomy to address students’ needs and feeling more professional, accountable and in control.  The evaluation also found that the IPS initiative was acting as a vehicle for whole of system reform, with many of the flexibilities that started in IPSs being extended to other schools, including one-line budgets and greater autonomy regarding staff recruitment and management. On the downside, some survey respondents expressed concern about aspects of the IPS initiative, such as the impact on schools that are not IPSs and staff workloads at IPSs.  The evaluation report is publicly available via: www.education.wa.edu.au.  The experience and outcomes from the Western Australian implementation of IPS are relevant to other jurisdictions given the Australian Government’s focus on school autonomy through the Students First policy approach, particularly its Independent Public Schools initiative announced in 2013. |
| *Source*: WA Government |
|  |
|  |

### Funding

Australian, State and Territory government recurrent expenditure on school education was $47.9 billion in 2012-13 (table 4.1). Expenditure on government schools was $36.9 billion, or 76.9 per cent of total government recurrent expenditure on school education. Government schools account for most of the expenditure by State and Territory governments, although these governments also contribute to the funding of non-government schools and provide services used by both government and non-government schools.

Nationally, State and Territory governments provided 87.8 per cent of total government recurrent expenditure on government schools in 2012-13, and the Australian Government provided 12.2 per cent. In contrast, government expenditure on non-government schools in that year was mainly provided by the Australian Government (73.0 per cent), with State and Territory governments providing 27.0 per cent (table 4.1).

More information on funding and expenditure can be found in tables 4A.7–9.

|  |
| --- |
| Table 4.1 Government recurrent expenditure on school education,  2012-13 ($ million)**a, b, c, d** |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | | **Government schools** |  |  |  |  |  |  |  |  |  | | Australian Government | 1 481 | 1 011 | 915 | 446 | 342 | 123 | 63 | 114 | 4 495 | | State and Territory governments | 10 100 | 6 580 | 6 934 | 4 268 | 2 363 | 802 | 695 | 615 | 32 358 | | **Total** | **11 582** | **7 590** | **7 849** | **4 714** | **2 705** | **926** | **758** | **729** | **36 853** | | **Non-government schools** | |  |  |  |  |  |  |  |  | | Australian Government | 2 521 | 2 073 | 1 650 | 819 | 639 | 163 | 143 | 87 | 8 096 | | State and Territory governments | 935 | 631 | 638 | 446 | 170 | 55 | 53 | 63 | 2 992 | | **Total** | **3 456** | **2 704** | **2 288** | **1 264** | **810** | **219** | **197** | **150** | **11 088** | | **All schools** |  |  |  |  |  |  |  |  |  | | Australian Government | 4 002 | 3 084 | 2 565 | 1 265 | 981 | 287 | 206 | 201 | 12 592 | | State and Territory governments | 11 035 | 7 211 | 7 572 | 4 713 | 2 533 | 858 | 749 | 678 | 35 350 | | **Total** | **15 038** | **10 295** | **10 137** | **5 978** | **3 514** | **1 145** | **955** | **880** | **47 941** | |
| a See notes to table 4A.7 for definitions and other data caveats. Data presented here include notional user cost of capital (UCC) and exclude capital grants. 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(s)*: Education Council (unpublished) *National Schools Statistics Collection* (NSSC); Australian Government Department of Education (unpublished); Australian, State and Territory governments (unpublished); table 4A.7. |
|  |
|  |

This chapter also reports on government funding of non-government schools. Caution should 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 57.2 per cent of non-government school funding in 2013, with the remaining 42.8 per cent sourced from private fees and fundraising (Australian Government Department of Education unpublished). Section 4.3 contains additional information on government expenditure per student. In 2012-13, State and Territory governments’ capital expenditure in government schools was $1.9 billion (Education Council unpublished). This includes funding from the Australian Government and State and Territory governments.

### 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 comparability and 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 4.2). All states and territories divide school education into compulsory and non-compulsory components based primarily on age. Schooling is generally full time, although an increasing proportion of part time study occurs in more senior years.

In 2013, the age at which a child’s attendance in school education became compulsory was 5 years of age in Tasmania and 6 years of age in all other states and territories (ABS 2014).

Children may commence school at an age younger than the statutory age at which they are required to attend school. Most children commence full time schooling in the year preceding Year 1 (pre-year 1) (figure 4.2). Generally, minimum starting ages restrict enrolment to children aged between four and a half and five years at the beginning of the pre-year 1 commencement year (ABS 2014).

As part of the Compact with Young Australians, COAG implemented a National Youth Participation Requirement (NYPR) (which commenced on 1 January 2010). The NYPR includes:

* a mandatory requirement for all young people to participate in schooling (in school or an approved equivalent) until they complete Year 10
* a mandatory requirement for all young people who have completed Year 10 to participate full time in education, training or employment, or a combination of these activities, until 17 years of age (ABS 2014).

For the purpose of the NYPR, education or training is considered full time if the provider considers the course to be full time or if it includes 25 hours per week of formal course requirements.

Some exemptions from the NYPR continue in line with existing State and Territory practice.

Figure 4.2 **Structure of primary and secondary schooling, 2013a, b**

Figure 4.2 Structure of primary and secondary schooling, 2013

More details can be found within the text surrounding this image.

**a**Figure 4.2 refers to the structure utilised in *Schools Australia 2013* (ABS 2014), which is the source for a range of schools, students, participation and retention data in this chapter. **b** Figure 4.2 does not include pre‑school programs, otherwise known as Pre-pre-year 1, or Year 1 minus 2, some of which are an integral part of school programs, and some of which are offered by a range of providers in some jurisdictions. Table 3.1 in the Early childhood education and care chapter describes the entry points for the range of part and full time preschool services across states and territories. Box B.3 in the Child care, education and training sector overview describes the structure of education and training more generally. **c**  Most ACT students transition to a senior college for years 11 and 12. **d**In SA in 2013 children generally start school at the beginning of the school term following their fifth birthday.

*Source*: Adapted from ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0.

#### Schools

At the beginning of August 2013, there were 9393 schools in Australia (6256 primary schools, 1385 secondary schools, 1321 combined schools and 431 special schools). The majority of schools were government owned and managed (70.9 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, 63.0 per cent of all secondary schools enrolled over 600 students (table 4A.26). A breakdown of primary and secondary schools by size for government, non-government and all schools is reported in tables 4A.24–26 respectively.

|  |
| --- |
| Table 4.2 Summary of school characteristics, August 2013 |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | | NT | | Aust | | | **Government schools** | |  |  |  |  |  |  |  | |  | |  | | | Primary | no. | 1 618 | 1130 | 920 | 517 | 368 | 131 | 55 | | 63 | | 4 802 | | | Secondary | no. | 370 | 239 | 182 | 97 | 66 | 38 | 18 | | 15 | | 1 025 | | | Combined**a** | no. | 66 | 79 | 90 | 90 | 75 | 25 | 9 | | 71 | | 505 | | | Special schools**b** | no. | 110 | 78 | 46 | 64 | 18 | 4 | 4 | | 5 | | 329 | | | **Total** | **no.** | **2 164** | **1526** | **1238** | **768** | **527** | **198** | **86** | | **154** | | **6 661** | | | **Non-government schools** | | | | | | | | | | | | | | | Primary | no. | 489 | 422 | 230 | 149 | 100 | 28 | 25 | | 11 | | 1 454 | | | Secondary | no. | 145 | 97 | 73 | 7 | 19 | 5 | 5 | | 9 | | 360 | | | Combined**a** | no. | 238 | 154 | 158 | 132 | 73 | 31 | 13 | | 17 | | 816 | | | Special schools**b** | no. | 45 | 20 | 20 | 11 | 3 | 1 | 1 | | 1 | | 102 | | | **Total** | **no.** | **917** | **693** | **481** | **299** | **195** | **65** | **44** | | **38** | | **2 732** | | | **All schools** |  |  |  |  |  |  |  |  | |  | |  | | | Primary | no. | 2 107 | 1 552 | 1 150 | 666 | 468 | 159 | 80 | | 74 | | 6 256 | | | Secondary | no. | 515 | 336 | 255 | 104 | 85 | 43 | 23 | | 24 | | 1 385 | | | Combined**a** | no. | 304 | 233 | 248 | 222 | 148 | 56 | 22 | | 88 | | 1 321 | | | Special schools**b** | no. | 155 | 98 | 66 | 75 | 21 | 5 | 5 | | 6 | | 431 | | | **Total** | **no.** | **3 081** | **2 219** | **1 719** | **1 067** | **722** | **263** | **130** | | **192** | | **9 393** | | | **Proportion of schools that are government schools** | | | | | | | | |  | |  | |  | | Primary | % | 76.8 | 72.8 | 80.0 | 77.6 | 78.6 | 82.4 | 68.8 | | 85.1 | | 76.8 | | | Secondary | % | 71.8 | 71.1 | 71.4 | 93.3 | 77.6 | 88.4 | 78.3 | | 62.5 | | 74.0 | | | Combined**a** | % | 21.7 | 33.9 | 36.3 | 40.5 | 50.7 | 44.6 | 40.9 | | 80.7 | | 38.2 | | | Special schools**b** | % | 71.0 | 79.6 | 69.7 | 85.3 | 85.7 | 80.0 | 80.0 | | 83.3 | | 76.3 | | | **All schools** | **%** | **70.2** | **68.8** | **72.0** | **72.0** | **73.0** | **75.3** | **66.2** | | **80.2** | | **70.9** | | | **Proportion of schools that are primary schools** | | | | | | | | | | | | | | | Government | % | 74.8 | 74.0 | 74.3 | 67.3 | 69.8 | 66.2 | 64.0 | | 40.9 | | 72.1 | | | Non-government | % | 53.3 | 60.9 | 47.8 | 49.8 | 51.3 | 43.1 | 56.8 | | 28.9 | | 53.2 | | | **All schools** | % | 68.4 | 69.9 | 66.9 | 62.4 | 64.8 | 60.5 | 61.5 | | 38.5 | | 66.6 | | |
| 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. |
| *Source*: ABS (2014 and unpublished) *Schools Australia 2013,* Cat. no. 4221.0; tables 4A.1–3. |
|  |
|  |

#### Student body

There were 3.6 million full time equivalent (FTE) student enrolments in primary and secondary schools in August 2013 (see section 4.6 for a definition of FTE student). Nationally, 48.9 per cent of FTE students in all schools were female (table 4.3).

A higher proportion of FTE students was enrolled in primary schools (58.5 per cent) than in secondary schools (41.5 per cent) (table 4.3). Differences in schooling structures influence enrolment patterns. Primary school education in Queensland, WA and SA, for example, includes year 7, whereas all other jurisdictions include year 7 in secondary school (figure 4.2). The proportion of students enrolled in primary school education can 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 65.1 per cent. A higher proportion of FTE students was enrolled in government schools at primary level (68.9 per cent) than at secondary level (59.6 per cent) (table 4.3).

|  |
| --- |
| Table 4.3 FTE student enrolments, August 2013**a, b** |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | | Total FTE student enrolments at level of education | | | | | | | | | |  | | Primary schools | (‘000) | 647.2 | 490.1 | 473.3 | 251.0 | 160.5 | 43.6 | 34.0 | 24.2 | 2123.9 | | Secondary schools | (‘000) | 507.0 | 392.6 | 291.0 | 134.7 | 101.9 | 36.8 | 29.3 | 16.2 | 1509.6 | | **All schools** | **(‘000)** | **1154.2** | **882.7** | **764.3** | **385.7** | **262.3** | **80.4** | **63.3** | **40.5** | **3633.4** | | Proportion of FTE students who were enrolled in government schools | | | | | | | | |  |  | | Primary schools | % | 69.3 | 67.4 | 70.0 | 70.0 | 66.2 | 73.0 | 60.6 | 77.8 | 68.9 | | Secondary schools | % | 60.5 | 57.1 | 61.3 | 58.0 | 60.3 | 67.1 | 53.8 | 65.2 | 59.6 | | **All schools** | **%** | **65.4** | **62.9** | **66.7** | **65.8** | **63.9** | **70.3** | **57.4** | **72.7** | **65.1** | | Proportion of FTE students who were female (all schools) | | | | | | | | |  |  | | Primary schools | % | 48.6 | 48.7 | 48.4 | 48.7 | 48.7 | 48.8 | 48.6 | 48.9 | 48.6 | | Secondary schools | % | 49.3 | 49.3 | 49.4 | 48.9 | 49.4 | 49.2 | 49.6 | 48.6 | 49.3 | | **All schools** | **%** | **48.9** | **48.9** | **48.8** | **48.8** | **49.0** | **49.0** | **49.1** | **48.8** | **48.9** | | Proportion of FTE students who were enrolled in primary education, by sector | | | | | | | | | |  | | Government schools | % | 59.4 | 59.6 | 65.0 | 69.2 | 63.3 | 56.3 | 56.6 | 64.0 | 61.9 | | Non-government   schools | % | 49.7 | 48.7 | 55.8 | 57.1 | 57.3 | 49.3 | 49.7 | 48.8 | 52.0 | | **All schools** | **%** | **56.1** | **55.5** | **61.9** | **65.1** | **61.2** | **54.2** | **53.7** | **59.9** | **58.5** | |
| 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 (2014) *Schools Australia 2013*, Cat. no. 4221.0; tables 4A.1–4. |
|  |
|  |

Total full time student enrolments in schools in Australia were relatively stable from 2009 to 2013, increasing by 1.2 per cent each year (table 4A.28). Full time school students represented 15.7 per cent of the Australian population in 2013 (table 4A.5).

The proportion of full time students enrolled in non-government schools increased between 2009 and 2013 in all states and territories. Full time non-government school enrolments increased by 1.7 per cent per year, while full time government school enrolments increased by an average of 0.9 per cent per year (table 4A.28). The expansion of full time enrolments in non-government schools was from a lower base than that for government schools. In absolute terms, the number of full time students in government schools increased from 2 273 906 in 2009 to 2 355 715 in 2013. The number of full time students in non‑government schools increased from 1 187 567 in 2009 to 1 268 890 in 2013 (table 4A.27).

Part time students form a significant proportion of secondary school 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 2013 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 |
| |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | | Part time secondary school students in government schools**a** | | | | | | | | | | |  | | 2009 | no. | | 1 857 | 2 839 | 2 926 | 952 | 6 330 | 1 955 | 6 | 211 | 17 076 | | 2010 | no. | | 1 956 | 2 701 | 3 155 | 2 089 | 6 135 | 2 143 | 6 | 42 | 18 227 | | 2011 | no. | | 1 915 | 2 252 | 3 385 | 2 000 | 4 059 | 2 463 | 46 | 228 | 16 348 | | 2012 | no. | | 2 288 | 2 382 | 3 901 | 1 871 | 2 804 | 2 344 | 47 | 207 | 15 844 | | 2013 | no. | | 2 292 | 2 453 | 4 253 | 1 650 | 2 284 | 1 169 | 84 | 134 | 14 319 | | Proportion of secondary school students in government schools who were part time students**b** | | | | | | | | | | | | | 2009 | % | | 0.6 | 1.2 | 1.7 | 1.2 | 9.7 | 7.4 | – | 2.0 | 1.9 | | 2010 | % | | 0.6 | 1.2 | 1.8 | 2.8 | 9.3 | 7.9 | – | 0.4 | 2.0 | | 2011 | % | | 0.6 | 1.0 | 1.9 | 2.6 | 6.3 | 9.1 | 0.3 | 2.1 | 1.8 | | 2012 | % | | 0.7 | 1.1 | 2.2 | 2.4 | 4.4 | 8.7 | 0.3 | 1.9 | 1.7 | | 2013 | % | | 0.7 | 1.1 | 2.3 | 2.1 | 3.6 | 4.7 | 0.5 | 1.3 | 1.6 | |
| a  Number of part time secondary students. b Number of part time secondary students divided by number of full time and part time secondary students. – Nil or rounded to zero. |
| *Source*: ABS (2014 and unpublished) *Schools Australia 2013*, 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:

* Aboriginal and Torres Strait Islander students
* students from language backgrounds other than English (LBOTE)
* students with disability
* geographically remote students
* students from families of low socio-economic status.

Government schools provide education for a high proportion of students from special needs groups. In 2013, 84.4 per cent of Indigenous students and 76.0 per cent of students with disability attended government schools (tables 4A.29 and 4A.31). Further information on student body mix in government, non‑government and all schools is in tables 4A.32–34.

##### Aboriginal and Torres Strait Islander students

The number and proportion of full time students who identify as Aboriginal and Torres Strait Islander varies greatly across jurisdictions (table 4.5). In all jurisdictions, the proportion of full time Aboriginal and Torres Strait Islander students was much higher in government schools than in non‑government schools. Nationally, the proportion of full time students who identified as Aboriginal and Torres Strait Islander was 6.5 per cent in government schools and 2.3 per cent in non‑government schools in 2013 (table 4.5).

|  |
| --- |
| Table 4.5 Aboriginal and Torres Strait Islander full time students, 2013 |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Unit | NSW | Vic | Qld | WA | SA | | Tas | | ACT | NT | Aust | | Aboriginal and Torres Strait Islander full time students **a** | | | | | | | | | | | | | | | Government schools | | (‘000) | 49.2 | 10.4 | 45.2 | 20.7 | 9.4 | 4.9 | | 1.2 | | 13.1 | 154.1 | | Non-government schools | | (‘000) | 8.6 | 1.7 | 8.6 | 3.9 | 1.2 | 1.0 | | 0.4 | | 3.2 | 28.6 | | **All schoolsb** | | **(‘000)** | **57.7** | **12.1** | **53.8** | **24.6** | **10.6** | **5.9** | | **1.6** | | **16.3** | **182.6** | | Aboriginal and Torres Strait Islander full time students as a proportion of all full time students | | | | | | | | | | | | | | | Government schools | | % | 6.5 | 1.9 | 8.9 | 8.2 | 5.7 | 8.8 | | 3.3 | | 44.7 | 6.5 | | Non-government schools | | % | 2.1 | 0.5 | 3.4 | 3.0 | 1.3 | 4.2 | | 1.4 | | 29.0 | 2.3 | | **All schools** | | **%** | **5.0** | **1.4** | **7.1** | **6.4** | **4.1** | **7.4** | | **2.5** | | **40.4** | **5.0** | |
| a Students counted as Aboriginal and Torres Strait Islander are those who have identified as being of Aboriginal and Torres Strait Islander origin. It is possible that the number of Aboriginal and Torres Strait Islander students may be under-represented in some jurisdictions. b Totals may not add as a result of rounding. |
| *Source*: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.29. |
|  |
|  |

##### Students from language backgrounds other than English

The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) 2011 Census of Population and Housing (Australian Government Department of Education, unpublished). Students are counted as having a LBOTE 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 students with a LBOTE in government and non-government schools varied across jurisdictions in 2011 (figure 4.3).

|  |
| --- |
| Figure 4.3 Students from a language background other than English as a proportion of all students, 2011**a, b** |
| |  | | --- | | Figure 4.3 Students form a language background other than English as a proportion of all students, 2011  More details can be found within the text surrounding this image. | |
| a Numbers of LBOTE students are sourced from the 2011 Census of Population and Housing, and data on all full time students are sourced from the ABS Schools Australia collection. b See table 4A.30 for details of LBOTE definitions. |
| *Source*: Australian Government Department of Education (unpublished) based on the ABS 2011 Census of Population and Housing; ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.30. |
|  |
|  |

##### Students with disability

Students with disability are educated in both mainstream and special schools. Students with disability 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 in 2013, the proportion of students with disability for all schools was 5.3 per cent and significantly higher in government schools (6.2 per cent), than in non‑government schools (3.6 per cent) (figure 4.4). Information regarding attainment and participation for students with disability, based on the ABS 2009 Survey of Education and Training and the 2011 Census of Population and Housing, are included in the attachment to the Services for people with disability chapter of this Report (tables 14A.150–153).

|  |
| --- |
| Figure 4.4 Funded students with disability as a proportion of all students, 2013**a, b, c** |
| |  | | --- | | Figure 4.4 Funded students with disability as a proportion of all students, 2013  More details can be found within the text surrounding this image. | |
| a The ABS total student data refer to the number of full time students (not FTE students). b To be an eligible student with disability, 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 and territories under funded students with disability, as these jurisdictions fund these students with other specific programs. c Excludes Full Fee Paying Overseas students and students on Christmas and Cocos Islands from both the government and non‑government sectors. |
| *Source*: Australian Government Department of Education (unpublished); ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.31. |
|  |
|  |

##### 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 former MCEETYA (now replaced by Education Council) agreed classification (see section 4.6 for a definition of the geographic classification used).[[2]](#footnote-2) The proportion of students enrolled in schools in remote areas varies greatly across jurisdictions (table 4.6).

Nationally in 2013, the proportion of students enrolled in schools in remote areas was 1.4 per cent, twice as high in government schools (1.6 per cent) than in non‑government schools (0.8 per cent). Nationally, the proportion of students enrolled in schools in very remote areas was 0.8 per cent, over three times as high in government schools (1.1 per cent) than in non-government schools (0.3 per cent) (table 4.6).

Table 4A.35 includes data relating to students enrolled in primary and secondary schools located in metropolitan and provincial zones, as well as in remote and very remote areas.

|  |
| --- |
| Table 4.6 Students enrolled in schools in remote and very remote areas as a proportion of all students, 2013 (per cent)**a, b, c** |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | | **Remote areas** |  |  |  |  |  |  |  |  |  | | Government schools | 0.5 | 0.1 | 2.0 | 5.4 | 3.4 | 0.8 | .. | 16.4 | 1.6 | | Non-government schools | 0.2 | – | 0.8 | 1.9 | 1.4 | 0.4 | .. | 28.5 | 0.8 | | All schools | 0.4 | 0.1 | 1.6 | 4.2 | 2.7 | 0.7 | .. | 19.7 | 1.4 | | **Very remote areas** |  |  |  |  |  |  |  |  |  | | Government schools | 0.1 | .. | 1.5 | 2.9 | 1.2 | 0.4 | .. | 29.1 | 1.1 | | Non-government schools | – | .. | 0.3 | 1.2 | 0.1 | – | .. | 12.5 | 0.3 | | All schools | 0.1 | .. | 1.1 | 2.3 | 0.8 | 0.3 | .. | 24.5 | 0.8 | |
| 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. c Values in this table may differ slightly from data reported in the National Schools Statistics Collection (NSSC) as the Australian Government Department of Education has generated this table using student enrolments whose region status has been identified at the campus level rather than at the school level, as is done in the NSSC. Also, the Australian Government Department of Education has allocated all campuses to a region; therefore, unlike the NSSC, there is no ‘not stated’ category in these tables. The totals reported in this table align with the NSSC. .. Not applicable. – Nil or rounded to zero. |
| *Source*: Australian Government Department of Education (unpublished); table 4A.35. |
|  |
|  |

##### Students from families of low socio-economic status

A range of measures by socio-economic status, such as learning outcomes by parental occupation and parental education, are included in this Report. Approximately 1700 schools in Australia (over 17 per cent of all schools) were identified to participate in the Smarter Schools National Partnership for Low Socio‑economic Status School Communities. These disadvantaged schools were identified using the ABS Index of Relative Socio-economic Disadvantage (IRSD), based on student address or school location. Further measures of socio-economic status are being developed.

## 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 4.2 describes the educational goals for young Australians, agreed by education Ministers in the Melbourne Declaration. Commitments to action by governments in eight inter-related areas are also included in the Melbourne Declaration (MCEETYA 2008). [[3]](#footnote-3)

|  |
| --- |
| Box 4.2 National goals for schooling in the 21st century |
| In December 2008, the MCEETYA endorsed the following national goals for school education.  Improving educational outcomes for all young Australians is central to the nation’s social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.  These goals are:  Goal 1: Australian schooling promotes equity and excellence  Goal 2: All young Australians become:   * successful learners * confident and creative individuals * active and informed citizens. |
| *Source:* Adapted from MCEETYA (2008). |
|  |
|  |

The performance of school education is reported against the indicator framework in figure 4.5. This framework reflects the objectives in box 4.2, and is aligned with the NEA and National Indigenous Reform Agreement (NIRA).

COAG has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services (see chapter 1 for more detail on reforms to federal financial relations).

The NEA covers the area of school education, and education and training indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Aboriginal and Torres Strait Islander Australians. Both agreements include sets of performance indicators. The Steering Committee collates NIRA performance information for analysis by the Department of Prime Minister and Cabinet. Performance indicators reported in this chapter are aligned with school education performance indicators in the most recent version of the NEA, where relevant.

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

The Report’s Statistical context chapter (chapter 2) contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status).

Figure 4.5 School education performance indicator framework

|  |
| --- |
| Figure 4.5 School education performance indicator framework  More details can be found within the text surrounding this image. |

## 4.3 Key performance indicator results

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of school education. The performance indicator framework shows which data are comparable in the 2015 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability and data completeness from a Report-wide perspective (chapter 1, section 1.6).

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators, in addition to material in the chapter or sector overview and attachment tables. DQI in this Report cover the seven dimensions in the ABS’ data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and key data gaps and issues identified by the Steering Committee. All DQI for the 2015 Report can be found at www.pc.gov.au/rogs/2015.

### Outputs

Outputs are the 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

##### Attendance and participation

‘Attendance and participation’ is an indicator of governments’ objective to develop fully the talents and capacities of young people through equitable access to, and participation in, education and learning, to complete school education to year 12 or its equivalent (box 4.3). National and international research confirms a link between attendance and student achievement, although numerous interrelated factors influence attendance and achievement in complex ways.

In addition, attendance and participation rates for special needs groups are an indication of the equity of access to school education (box 4.3).

|  |
| --- |
| Box 4.3 Attendance and participation |
| Attendance and participation’ is defined by four measures.  *Attendance*   * The number of actual full time equivalent ‘student days attended’ over the collection period as a percentage of the total number of possible student days attended over the collection period. A high student attendance rate is desirable.   Data on student attendance are collected for each State and Territory by school sector (government, Catholic and independent), sex, year level (1–10) and Indigenous status (Aboriginal and Torres Strait Islander and non-Indigenous students).  Data reported for this measure are:   * not comparable across jurisdictions * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   It is intended to measure student attendance over a single consistent time period (the first semester) for all schools. However, current reporting against the measure is transitional, with most jurisdictions providing government school data for the first semester. Non‑government schools also provide data for the first semester.  *Participation*   * The total number of children aged 6–15 years and enrolled in school (full time and part time enrolments) as a proportion of the estimated resident population of the same age. Data are provided for Aboriginal and Torres Strait Islander students, non-Indigenous students and all students * Comparability issues may occur when rates utilise data from composite sources. This measure uses a numerator from the National Schools Statistics Collection and a denominator of Estimated Resident Population (an aggregate derived data series compiled from the Census of Population and Housing, the Census Post Enumeration Survey and administrative data to measure components of population change over time). * When developing a measure using data from different sources, significant data comparability issues can emerge that may affect the accuracy of the indicator. These differences can have apparently implausible or unexpected effects — for example, producing an estimate significantly greater than 100 per cent of the population with a particular attribute. These effects are particularly apparent where a cohort is small and the phenomena being measured applies to close to 100 per cent of the population. * The number of full time and part time school students of a particular age expressed as a proportion of the estimated resident population of the same age, for each year for 14‑19 year olds.   A higher or increasing participation rate suggests an improvement in educational outcomes through greater access to school education. Participation rates in school education need to be interpreted with care, because rates are influenced by jurisdictional differences in age/grade structures, and the participation rate is an age-based rate. The rate is comparable over time within a jurisdiction, but may not be directly comparable across jurisdictions where there are differences in the age/grade structure. |
| (continued next page) |
|  |
|  |

|  |
| --- |
| Box 4.3 (continued) |
| * The proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at Australian Qualifications Framework (AQF) Certificate II or above.   These measures do not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example, work-based training and enrolment in technical and further education (TAFE) delivered programs. A broader participation indicator that accounts for some of these factors is reported in the Child care, education and training sector overview.  Data reported for these three measures are   * comparable (subject to caveats) across jurisdictions and over time. * complete for the current reporting period (subject to caveats). All required 2012 and 2013 data are available for all jurisdictions providing the service.   Care should be exercised in relation to the data for Aboriginal and Torres Strait Islander students, particularly in some jurisdictions and in the non-government sectors, due to small population sizes.  Information about data quality for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

##### Attendance

School attendance is measured in a specific collection period during the school year (see box 4.3 for details), and results may not be representative of school attendance throughout the school year.

For all students in 2013, attendance was relatively stable across years 1–5. In general, from year 6 attendance gradually declined to year 10 (typically the end of compulsory schooling) (tables 4A.197–202).

For government schools, the total student attendance rate ranged from 74 per cent to 95 per cent across year levels and jurisdictions (figure 4.6 and table 4A.197).

|  |
| --- |
| Figure 4.6 Student attendance rate, all students, government schools, 2013**a** |
| |  | | --- | | Figure 4.6 Student attendance rate, all students, government schools, 2013  More details can be found within the text surrounding this image. | |
| a Attendance rates are the number of actual full time equivalent ‘student days’ attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable. |
| *Source*: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.197. |
|  |
|  |

Data on student attendance rates for all school sectors, disaggregated by sex, are available in tables 4A.197, 4A.199 and 4A.201.

Non-Indigenous students in government schools had higher attendance rates than Aboriginal and Torres Strait Islander students across all year levels in all jurisdictions (figure 4.7 and table 4A.198). The 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.200 and 4A.202).

|  |
| --- |
| Figure 4.7 Student attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2013**a** |
| |  | | --- | | Figure 4.7 Student attendance rate, Aboriginal and Torres Strait Islander students, government schools, 2013  More details can be found within the text surrounding this image. | |
| a Attendance rates are the number of actual full time equivalent ‘student days’ attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable. |
| *Source*: ACARA (unpublished); table 4A.198. |
|  |
|  |

##### Participation — proportion of children aged 6–15 years enrolled in school

Nationally, 100.3 per cent of children aged 6–15 years were enrolled (either full or part time) in school in 2013 (figure 4.8). (See box 4.3 for an explanation of rates above 100 per cent). The proportion of 6–15 year old Aboriginal and Torres Strait Islander students enrolled was 95.4 per cent and 100.7 per cent of non-Indigenous 6–15 year old students were enrolled.

|  |
| --- |
| Figure 4.8 Proportion of children aged 6–15 years enrolled in school, 2013**a, b** |
| |  | | --- | | Figure 4.8 Proportion of children aged 6-15 years enrolled in school, 2013  More details can be found within the text surrounding this image. | |
| a Data are based on estimated residential population derived from the 2011 Census of Population and Housing. See footnotes to table 4A.183 for further information on derivations of population figures.  bProportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. Proportions that exceed 100 per cent may reflect disparities between the sources of data for students and the residential population, multiple enrolments by individual students or students residing in one jurisdiction enrolling in schools in another jurisdiction. In particular, enrolment rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT. As a result of the relative sizes of the populations this has a larger effect on the ACT rates than the NSW rates. This is referred to as cross-border enrolment. See table 4A.183 for further details. |
| *Data source*: ABS (2014) *Schools Australia, 2013,* Cat. no. 4221.0; ABS (2013) *Population by Age and Sex, Australian States and Territories, June 2013,* Cat. no. 3101.0; ABS (2013) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, 2001 to 2026, Cat. no. 3238.0; table 4A.183. |
|  |
|  |

##### Participation — 14–19 year olds enrolled in school

Nationally, 62.7 per cent of 14–19 year olds were enrolled in schools in 2013 (figure 4.9). School participation rates declined as students exceeded the maximum compulsory school age and varied by jurisdiction, age and sex (figure 4.9 and table 4A.184). School participation rates for females (63.1 per cent) were slightly higher than those for males (62.2 per cent) (table 4A.184). Data for 14–19 year olds from 2004 to 2013 are included in table 4A.185.

|  |
| --- |
| Figure 4.9 School participation rate of people aged 14–19 years in school education, all schools, 2013 **a, b, c** |
| |  | | --- | | Figure 4.9 School participation rate of people aged 14-19 years in school education, all schools, 2013  More details can be found within the text surrounding this image. | |
| a Proportion of the population who were enrolled as full time or part time students in August 2013.  bProportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be enrolled in a different jurisdiction to their place of residence. c Different school commencement ages across some states and territories may affect comparisons across jurisdictions. |
| *Data source*: ABS (2014) *Schools Australia 2013*, ABS *Schools Australia* (unpublished); Cat. no. 4221.0; table 4A.184. |
|  |
|  |

##### Participation — achievement of VET competencies

In 2012, 242 300 young people were undertaking VET in Schools programs (NCVER 2013). The proportion of 15–19 year olds who had successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above was 28.8 per cent nationally in 2012 (figure 4.10). This proportion includes both VET in Schools students and school-aged students who have left school but are still engaged in education through a campus of TAFE or other VET Registered Training Organisation (RTO).

|  |
| --- |
| Figure 4.10 Proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above |
| |  | | --- | | Figure 4.10 Proportion of 15-19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above  More details can be found within the text surrounding this image. | |
| *Source*: NCVER*, National VET Provider Collection* (various years); NCVER*, National VET in Schools Collection* (various years); ABS *Australian Demographic Statistics,* (various years) (Cat. no. 3101.0); table 4A.196. |
|  |
|  |

##### Retention

‘Retention’ to the final years of schooling is an indicator of governments’ objective that all students have access to high quality education and training necessary to complete education to year 12 or its equivalent (box 4.4).

|  |
| --- |
| Box 4.4 Retention |
| Retention’ (apparent retention rate) is defined as the number of full time school students in a designated level/year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling at year 7 or 8, or at year 10). Data are reported for:   * the proportion of students commencing secondary school at year 7 or 8 and continuing to year 10 * the proportion of students commencing secondary school at year 7 or 8 and continuing to year 12 * the proportion of year 10 students continuing to year 12.   Data are reported for all students, Aboriginal and Torres Strait Islander and non-Indigenous students, and for students in government and non-government schools.  A higher or increasing apparent retention rate suggests that a larger proportion of students are continuing to participate in school education, which is likely to result in improved educational outcomes.  This indicator does not include part time students or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways.  The term ‘apparent’ is used because the indicator is derived from total numbers of students in each of the relevant year levels, not by tracking the retention of individual students. Care needs be taken in interpretation because the apparent retention rate does not take account of factors such as:   * students repeating a year of education or returning to education after a period of absence * movement or migration of students between school sectors, between states/territories and between countries * the impact of full fee paying overseas students.   These factors may lead to apparent retention rates that exceed 100 per cent.  Data reported for all measures in this indicator are:   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

In most jurisdictions, in 2013, apparent retention rates from the commencement of secondary school at year 7 or 8 (figure 4.2 shows the starting years across jurisdictions) to year 10, were 99 per cent to 104 per cent, with a national rate of 101.5 per cent (figure 4.11). Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and students repeating years. 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 Aboriginal and Torres Strait Islander students provide one measure of the equity of access to schooling. Retention rates to year 10 for Aboriginal and Torres Strait Islander students were lower than those for non-Indigenous students and all students in some jurisdictions, with a national retention rate for Aboriginal and Torres Strait Islander students of 98.1 per cent, 3.6 percentage points lower than that for non-Indigenous students and 3.4 percentage points lower than that for all students (figure 4.11).

|  |
| --- |
| Figure 4.11 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2013**a, b, c, d, e** |
| |  | | --- | | Figure 4.11 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2013  More details can be found within the text surrounding this image. | |
| 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 students repeating years. c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). d Ungraded students are not included in the calculation of apparent retention rates. e Some students' Indigenous status is not stated. Consequently, the number of Aboriginal and Torres Strait Islander students counted in the Aboriginal and Torres Strait Islander rates may be under‑represented in some jurisdictions. Students for whom Indigenous status is not stated are included in the data for 'non‑Indigenous students', and are included in the data for 'all students'. |
| *Source*: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.186. |
|  |
|  |

The national apparent retention rate from the commencement of secondary schooling at year 7 or year 8 (figure 4.2 shows the differences across jurisdictions) to year 10 for all full time students was 98.3 per cent in 2005, rising to 99.8 per cent in 2009 and 101.5 per cent in 2013 (figure 4.12). Data for intervening years and by Indigenous status are in table 4A.188. Data for government schools and non‑government schools are in tables 4A.189 and 4A.190.

|  |
| --- |
| Figure 4.12 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools**a, b, c, d** |
| |  | | --- | | Figure 4.12 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools  More details can be found within the text surrounding this image. | |
| 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 (table 4.4). c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT (which had a high proportion of ungraded students prior to 2008).d Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and students repeating years. |
| *Source*: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.188. |
|  |
|  |

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 (figure 4.2 shows the differences across jurisdictions) to year 12, for all full time students was 75.3 per cent in 2005, rising to 81.6 per cent in 2013 (figure 4.13). Data for intervening years and by Indigenous status are in table 4A.188. Data for government schools and non-government schools are in tables 4A.189 and 4A.190.

Retention rates from year 7 or 8 to year 12 for Aboriginal and Torres Strait Islander students in all schools were lower than those for non-Indigenous students and all students in all jurisdictions in 2013, with a national retention rate for Aboriginal and Torres Strait Islander students of 55.1 per cent, 27.8 percentage points lower than that for non‑Indigenous students (82.9 per cent) and 26.5 percentage points lower than that for all students (81.6 per cent) (table 4A.188).

|  |
| --- |
| Figure 4.13 Apparent retention rate from year 7 or 8 to year 12, full time secondary students, all schools**a, b, c** |
| |  | | --- | | Figure 4.13 Apparent retention rate from year 7 or 8 to year 12, full time secondary students, all schools  More details can be found within the text surrounding this image. | |
| 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 (table 4.4). c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT (which had a high proportion of ungraded students prior to 2008). |
| *Source*: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.188. |
|  |
|  |

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 2013 as a proportion of the number of full time school students enrolled in year 10 in 2011.

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 for all schools are included in the 2013 year 12 total, then the apparent retention rate becomes 93.4 per cent, compared with 87.8 per cent for full time students only (table 4A.187)
* young people may choose to complete their post compulsory education in the TAFE system rather than continue at school, and may do so after periods of time spent away from the formal education system.

Nationally, the apparent retention rate from year 10 to year 12 for all schools was 80.7 per cent in 2013. The rate for government schools was 76.7 per cent, and for non‑government schools was 87.0 per cent. The apparent retention rates for both government schools and non‑government schools varied across jurisdictions (figure 4.14).

|  |
| --- |
| Figure 4.14 Apparent retention rate from year 10 to year 12, full time secondary students, 2013**a, b, c, d** |
| |  | | --- | | Figure 4.14 Apparent retention rate from year 10 to year 12, full time secondary students, 2013  More details can be found within the text surrounding this image. | |
| 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 (table 4.4). d Ungraded students are not included in the calculation of apparent retention rates. |
| *Source*: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.187. |
|  |
|  |

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Aboriginal and Torres Strait Islander students in 2013 were consistently lower than rates for all students but varied across jurisdictions (figures 4.14 and 4.15). In interpreting Aboriginal and Torres Strait Islander apparent retention rates, it should be noted that, nationally, 1.9 per cent of Aboriginal and Torres Strait Islander students left school before year 10 (figure 4.11 and table 4A.186), and so are not included in the base year for retention from year 10 to year 12. Further, Aboriginal and Torres Strait Islander students made up 6.5 per cent of all students in government schools compared with 2.3 per cent in non-government schools and some jurisdictions have very low numbers of Aboriginal and Torres Strait Islander students (table 4.5).

Nationally, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools in 2013 was 55.8 per cent (figure 4.15), compared with 81.9 per cent for non‑Indigenous students (table 4A.188). However, Aboriginal and Torres Strait Islander retention from year 10 to year 12 for all schools has risen from 45.3 per cent in 2005, with the gap between Aboriginal and Torres Strait Islander students and non-Indigenous students decreasing from 32.2 percentage points in 2005 to 26.1 percentage points in 2013 (table 4A.188).

|  |
| --- |
| Figure 4.15 Apparent retention rates from year 10 to year 12, Aboriginal and Torres Strait Islander full time secondary students, 2013**a, b, c, d** |
| |  | | --- | | Figure 4.15 Apparent retention rates from year 10 to year 12, Aboriginal and Torres Strait Islander full time secondary students, 2013  More details can be found within the text surrounding this image. | |
| a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see tables 4A.188–190). b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). cUngraded students are not included in the calculation of apparent retention rates. d Some students' Indigenous status is not stated. Consequently, in these rates Aboriginal and Torres Strait Islander students may be under‑represented in some jurisdictions. |
| *Source*: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; tables 4A.188–190. |
|  |
|  |

Nationally, apparent rates of retention for all full time students from year 10 to year 12 rose slightly from 76.5 per cent in 2005 to 80.7 per cent in 2013 (figure 4.16). Data for intervening years and by Indigenous status are in table 4A.188. Data for government schools and non-government schools are in tables 4A.189 and 4A.190.

|  |
| --- |
| Figure 4.16 Apparent retention rates from year 10 to year 12, full time secondary students, all schools**a, b, c** |
| |  | | --- | | Figure 4.16 Apparent retention rates from year 10 to year 12, full time secondary students, all schools  More details can be found within the text surrounding this image. | |
| 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 (table 4.4). c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT (which had a high proportion of ungraded students prior to 2008). |
| *Source*: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.188. |
|  |
|  |

#### 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.21 shows the treatment of assets by school education agencies. Table 4A.11 shows information on the comparability of the source expenditure data for government schools used for this chapter. Box 4.5 includes information on identification and allocation of funding for the Report.

|  |
| --- |
| Box 4.5 School expenditure data reported in this chapter |
| Efficiency indicators in this chapter (years 2008-09 to 2012-13) are based on financial year recurrent expenditure on government and non‑government schools by the Australian Government and State and Territory governments. Capital expenditure is generally excluded, but as the National Schools Specific Purpose Payment (SPP) cannot be separated into capital and recurrent expenditure, the SPP is treated as recurrent expenditure in this chapter. Expenditure relating to funding sources other than government (such as parent contributions and fees) are excluded.  Sources of data — government recurrent expenditure on government schools  Total recurrent expenditure on government schools is unpublished data sourced from the National Schools Statistical Collection, under the auspices of the Education Council.   * Each State and Territory government reports to the Education Council on its expenditure on government schools (see table 4A.10). * The Australian Government reports its allocation to each State and Territory for government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of National Partnerships (NP) payments (see table 4A.9). NP payments fluctuate from year to year. * To avoid double counting, Australian Government allocations are subtracted from the State and Territory expenditure to identify ‘net’ State and Territory government expenditure (tables 4A.7-8).   The Education Council provides unpublished data on the user cost of capital for government schools, imputed as 8 per cent of the written down value of assets (table 4A.19).  Sources of data — government recurrent expenditure on non-government schools.  Total recurrent expenditure on non-government schools is a combination of unpublished data from the NSSC and unpublished data sourced directly from State and Territory governments.   * Each State and Territory government provides unpublished data on its contributions to non‑government schools (tables 4A.7-8). * The Australian Government reports its allocation to each State and Territory for non‑government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of National Partnerships [NP] payments [see table 4A.9]). NP payments fluctuate from year to year. * Together these comprise total government recurrent expenditure on non‑government schools (tables 4A.7-8).   Tables 4A.7–8 also include expenditure data from government sources for all schools.  Derivation of performance indicators  Expenditure in the various categories identified above is divided by the numbers of FTE students to derive measures of cost per FTE student (tables 4A.12–18 and figures 4.17–20). The numbers of FTE students (table 4A.6) are drawn from the ABS publication Schools Australia 2013 (ABS 2014) and averaged over two calendar years to match the financial year expenditure data.  (continued next page) |
|  |

|  |
| --- |
| Box 4.5 (continued) |
| Legislative framework  In 2009, COAG agreed to a new framework for federal financial relations. The major element of Australian Government funding is provided through the National Schools SPP under the Intergovernmental Agreement on Federal Financial Relations, and State and Territory governments have discretion as to how to apply the National Schools SPP to achieve the agreed outcomes. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008.* States and territories fund school education under their own legislation.  Changes in recurrent expenditure between years — Australian Government  Average Government School Recurrent Costs (AGSRC) is the benchmark for Australian Government recurrent funding levels for both government and non-government schools.  The primary and secondary AGSRC amounts are the national averages based on total recurrent State and Territory expenditure per government primary school student and secondary school student, for expenditure data submitted to the Education Council. Capital‑related costs such as user cost of capital and depreciation are excluded from AGSRC, and accrual expenses are also adjusted to a cash basis. These AGSRC amounts are changed annually to reflect movements in the data.  For government schools, annual changes in Australian Government recurrent payments reflect the changes to the AGSRC and the changes in full time equivalent enrolments in government schools. These payments are included in the National Schools SPP allocated to states and territories.  For non-government schools, Australian Government recurrent payments are also based on enrolments and a proportion of AGSRC calculated for each school (taking account of the school’s socio-economic status based on student location and other funding arrangements). These payments are included in the National Schools SPP and are paid to non-government schools and systems through the states and territories.  For both government and non-government schools, Australian Government National Partnership allocations are also used to calculate expenditure in this Report. These payments fluctuate from year to year in line with funding arrangements.  Changes in recurrent expenditure between years — State and Territory governments  In general, State and Territory government schools systems are funded based on a variety of formulas to determine a school’s recurrent or base allocation, with weightings and multipliers added for students facing disadvantage. For non-government schools, State and Territory governments also provide funding for recurrent and targeted purposes, usually through per capita allocations. Indexation of costs is normally applied to these funding arrangements for both the government and non-government school sectors. Changes in overall funding by State and Territory governments across years is affected by all these factors, including enrolment numbers and school size, location and staffing profiles. |
| *Source*: ACARA (2013); Australian Government Department of Education (unpublished). |
|  |
|  |

##### 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 by two measures:   * government recurrent expenditure per FTE student, reported for government schools and disaggregated by in‑school primary, in-school secondary and out-of-school services; and for non-government schools * government recurrent staff expenditure per FTE student in government schools. Expenditure on staff is the major component of spending on schools.   Both of these measures include user cost of capital for government schools (box 4.7).  Holding other factors constant, a low or decreasing government recurrent expenditure or staff expenditure per FTE student may represent better or improved efficiency.  Care should be taken in interpretation of efficiency data as:   * a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure. This Report does not make any cost adjustments based on these or other factors * efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Aboriginal and Torres Strait Islander students and students from low socio-economic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion) * the staff expenditure per student measure is partial in nature, as it does not reflect the full cost per student. The basis for allocation of numbers of staff between teaching and non‑teaching roles and the allocation of staff expenditure may differ. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.   Data reported for all measures in this indicator are   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2012-13 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

Nationally, in 2012-13, in-school government expenditure per FTE student in government primary schools was $13 763 and in government secondary schools was $16 852. Out‑of‑school government expenditure per FTE student in all government schools was $757 in 2012-13 (figure 4.17).

|  |
| --- |
| Figure 4.17 Government recurrent expenditure per FTE student, government schools, 2012-13**a, b** |
| |  | | --- | | Figure 4.17 Government recurrent expenditure per FTE student, government schools, 2012-13  More details can be found within the text surrounding this image. | |
| a See notes to table 4A.14 for definitions and data caveats. b Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt. |
| *Source*: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.14. |
|  |
|  |

Nationally, in 2012-13, government expenditure per FTE student in all government schools was $15 703. It increased in average annual real terms between 2008-09 and 2012-13 by 1.0 per cent per year (figure 4.18). Data for years 2003-04 to 2012-13 are included in tables 4A.12 (real values) and 4A.13 (nominal values).

|  |
| --- |
| Figure 4.18 Government real recurrent expenditure per FTE student, government schools (2012-13 dollars)**a, b, c** |
| |  | | --- | | Figure 4.18 Government real recurrent expenditure per FTE student, government schools (2012-13 dollars)  More details can be found within the text surrounding this image. | |
| a See notes to table 4A.12 for definitions and data caveats. b Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details. c Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt. |
| *Source*: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.12. |
|  |
|  |

Nationally, in 2012-13, government expenditure per FTE student in all non‑government schools was $8812. It increased in average annual real terms between 2008-09 and 2012‑13 by 3.7 per cent per year (figure 4.19). Data for years 2003-04 to 2012-13 are included in table 4A.15 (real values) and 4A.16 (nominal values).

|  |
| --- |
| Figure 4.19 Government real recurrent expenditure per FTE student, non‑government schools (2012-13 dollars)**a, b, c** |
| |  | | --- | | Figure 4.19 Government real recurrent expenditure per FTE student, non-government schools (2012-13 dollars)  More details can be found within the text surrounding this image. | |
| a See notes to table 4A.15 for definitions and data caveats. b Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.51). See chapter 2 (sections 2.5-6) for details. c Data are 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 (2014) *Schools Australia 2013*, Cat. no. 4221.0; Australian Government Department of Education (unpublished); State and Territory governments (unpublished); table 4A.15. |
|  |
|  |

Nationally, in 2012-13, government recurrent expenditure per FTE student in all schools (government plus non-government) was $13 298. It increased in average annual real terms between 2008-09 and 2012-13 by 1.5 per cent per year (table 4A.17). Data for years 2003‑04 to 2012-13 are included in table 4A.17 (real values) and 4A.18 (nominal values).

Government recurrent expenditure on staff in government schools accounted for $23.4 billion (63.6 per cent) of total recurrent expenditure in 2012-13 (table 4A.10). Nationally, expenditure on staff per FTE student was $8870 for in-school primary, $10 594 for in-school secondary and $457 for out-of-school (figure 4.20).

|  |
| --- |
| Figure 4.20 Government recurrent expenditure on staff in government schools, per FTE student, 2012-13**a, b** |
| |  | | --- | | Figure 4.20 Government recurrent expenditure on staff in government schools, per FTE student, 2012-13  More details can be found within the text surrounding this image. | |
| a  See notes to table 4A.14 for definitions and data caveats. b Expenditure on staff includes teaching staff and other staff, and includes expenditure on redundancy payments. |
| *Source*: ABS (2014) *Schools Australia 2012*, Cat. no. 4221.0; Education Council (unpublished) NSSC; table 4A.14. |
|  |
|  |

##### User cost of capital per student

‘User cost of capital (UCC) per student’ is an indicator of governments’ use of capital assets to provide education (box 4.7).

|  |
| --- |
| Box 4.7 User cost of capital per student |
| ‘UCC per student’ is defined as the notional costs to governments of the funds tied up in capital (for example, land and buildings owned by government schools) used to produce services, 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, 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.  Fluctuations in asset values such as land market values, the varying proportions of the written down value of assets which relates to land and the interval between revaluations (which vary from annual to five yearly), may affect UCC across jurisdictions and within jurisdictions over time. Values also fluctuate across jurisdictions due to variations in accounting policies.  Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.  Data reported for this indicator are:   * comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions * complete for the current reporting period (subject to caveats). All required 2012-13 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

The notional UCC per FTE government school student in 2012-13 averaged $2386 nationally (table 4A.20). Data from 2003-04 to 2012-13 showing the various components of the written down value of assets are included in table 4A.19. Information on the treatment of assets for each State and Territory, including the most recent year of revaluation, is in table 4A.21.

##### Student-to-staff ratio

‘Student-to-staff ratio’ is an indicator of governments’ objective to provide education in an efficient manner (box 4.8).

|  |
| --- |
| Box 4.8 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. However, the ratio is not a measure of class size.  A low ratio means there are a small number of students per teacher. Holding other factors constant, a high or increasing student‑to‑teacher ratio represents better or improved efficiency. While a low or decreasing student-to-teacher ratio may reflect decreasing efficiency, it may also reflect a higher quality education system, if a lower ratio leads to better student outcomes.  Care should be taken in interpretation of efficiency data:   * efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. The student-to-staff ratio is aggregated across all subjects and year levels, and does not distinguish between subjects and/or year levels where different ratios may be appropriate * the student-to-staff ratio is affected by factors that may differ across the states and territories, including population dispersion (leading to a larger proportion of small schools), the proportion of special needs students, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), and the level of other inputs to school education (for example, non‑teaching staff, computers, books and laboratory equipment).   Data reported for this indicator are   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

Nationally in 2013, the student-to-teacher ratio for government primary schools was 15.4 and for non-government primary schools was 16.1. For all primary schools, the   
student-to-teacher ratio was 15.6 (figure 4.21).

|  |
| --- |
| Figure 4.21 Ratio of FTE students to FTE teaching staff, primary schools, 2013**a** |
| |  | | --- | | Figure 4.21 Ratio of FTE students to FTE teaching staff, primary schools, 2013  More details can be found within the text surrounding this image. | |
| a  See notes to table 4A.22 for definitions and data caveats. |
| *Source*: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.22. |
|  |
|  |

Nationally in 2013, the student-to-teacher ratio for government secondary schools was 12.4 and for non-government secondary schools, was 11.5. For all secondary schools, the student-to-teacher ratio was 12.0 (figure 4.22).

|  |
| --- |
| Figure 4.22 Ratio of FTE students to FTE teaching staff, secondary schools, 2013**a** |
| |  | | --- | | Figure 4.22 Ratio of FTE students to FTE teaching staff, secondary schools, 2013  More details can be found within the text surrounding this image. | |
| a See notes to table 4A.22 for definitions and data caveats. |
| *Source*: ABS (2014) *Schools Australia 2013*, Cat. no. 4221.0; table 4A.22. |
|  |
|  |

Nationally in 2013, the student-to-teacher ratio for all government schools was 14.1 and for all non-government schools was 13.6. For all schools, the student-to-teacher ratio was 13.9 (table 4A.22).

Table 4A.22 provides further detail on student-to-staff ratios in 2013, including those for non-teaching school staff and all staff, for all jurisdictions.

The student-to-teacher ratio for all schools (government and non-government primary and secondary combined) has decreased from 14.2 in 2005 to 13.9 in 2013 (figure 4.23). Data for intervening years and for government and non-government schools are in table 4A.23.

|  |
| --- |
| Figure 4.23 Ratio of FTE students to FTE teaching staff, all schools**a, b** |
| |  | | --- | | Figure 4.23 Ratio of FTE students to FTE teaching staff, all schools  More details can be found within the text surrounding this image. | |
| a  Includes primary and secondary schools. b See notes to table 4A.23 for definitions and data caveats. |
| *Source*: ABS (2014) *Schools Australia 2013* Cat. no. 4221.0; table 4A.23. |
|  |
|  |

### 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

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

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

* the National Assessment Program — Literacy and Numeracy (NAPLAN), and NAP sample assessments. These are SCSEEC (now Education Council)‑endorsed tests developed to measure student performance in relation to the National Goals for Schooling
* Australia’s participation in four international tests — the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA); the International Association for Educational Assessment (IAEA) Trends in International Mathematics and Science Study (TIMSS); the Progress in International Reading Literacy Study (PIRLS); and the IEA International Computer and Information Literacy Study (ICILS).

*National Assessment Program*

This chapter reports proportions of students undertaking NAPLAN testing in years 3, 5, 7 and 9 achieving the national minimum standard, and mean scale score learning outcomes, for reading, persuasive writing and numeracy performance in 2014, including by Indigenous status and geolocation. Data comparing a range of time series outcomes from 2008–2014 and 2013–2014 for reading and numeracy are also included in the chapter, as are data for cohort gains from 2008–2010–2012–2014 (years 3–5–7–9) for reading and numeracy.

Achieving (but not exceeding) the national minimum standard represents achievement of the basic elements of literacy or numeracy for the year level. Students who have not achieved the national minimum standard for that year need focused intervention and additional support to help them achieve the skills they require to progress in schooling (ACARA 2014a). The chapter and attachment tables also include additional data on NAPLAN mean scale scores for 2014.

Detailed NAPLAN data for 2014, including outcomes by socio-economic status (parental education and occupation), are included in the attachment tables (tables 4A.36–43 for reading performance, tables 4A.72–79 for persuasive writing performance and tables 4A.108–115 for numeracy performance).

More detailed NAPLAN time series data for 2008–2014 and 2013–2014 are included in tables 4A.44–52 for reading performance and tables 4A.116–124 for numeracy performance. Time series data for 2011–2014 and 2013–2014 for persuasive writing are included in tables 4A.80–88. In 2011, NAPLAN writing testing changed from narrative to persuasive writing, leading to a break in the time series. Data for narrative writing (for 2008, 2009 and 2010) are included in the 2010–2012 Reports.

The 2014 Report included data for 2012 NAPLAN outcomes. Improvements in the timeliness of NAPLAN reporting means that this report includes data for 2014 NAPLAN outcomes (2013 NAPLAN outcomes are included in the attachment tables for reading (tables 4A.54–71), persuasive writing (tables 4A.90–107) and numeracy   
(tables 4A.126–143)).

The NAP also undertakes triennial national sample assessments on a rotating basis. This chapter reports year 6 and year 10 civics and citizenship performance data for 2004, 2007 2010 and 2013 (2013 data are available for the first time in this Report). The attachment tables include additional data on year 6 science literacy performance for 2006, 2009 and 2012 (tables 4A.144–148); year 6 and year 10 civics and citizenship literacy performance for 2004, 2007, 2010 and 2013 (tables 4A.149–153) and year 6 and year 10 information and communication technologies literacy performance for 2005, 2008 and 2011 (tables 4A.154–158).

##### International tests

This chapter reports outcomes of:

* triennial PISA assessments in reading literacy, mathematical literacy and scientific literacy for 15 year old students. Data from the 2000, 2003, 2006, 2009 and 2012 assessments are included in this Report (tables 4A.159–173)
* the four-yearly TIMSS assessments on mathematics and science achievement for year 4 and year 8, conducted in 2011. The attachment tables include additional information on the 2011 test, as well as data from 2003 and 2007 (tables 4A.174–178)
* the five-yearly PIRLS test for year 4, conducted in 2011, on reading literacy performance (tables 4A.179-180)
* the ICILS test, that assesses the extent to which students know about, understand, and are able to use information and communication technology. It was conducted at year 8 level for the first time in 2013 (tables 4A.181-182).

##### Interpreting learning outcomes data

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

##### Participation in NAPLAN testing

NAPLAN testing reports the number of assessed, exempt, absent and withdrawn students. Assessed students include all students who attempt the test and exempt students. Students with a language background other than English who arrived from overseas less than a year before the test, and students with significant intellectual disabilities may be exempted from testing. Participating students are those who were assessed or deemed exempt — other students were either absent or withdrawn. A higher or increasing proportion of students participating in NAPLAN testing suggests an improvement in that aspect of educational participation. Participation in the 2014 NAPLAN tests, by Indigenous status, for reading, writing and numeracy are included in tables 4A.42, 4A.78 and 4A.114 respectively. The proportion of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9 for reading, persuasive writing and numeracy in 2014 are in tables 4A.43, 4A.79 and 4A.115 respectively. In all domains and year levels, a lower proportion of Aboriginal and Torres Strait Islander students than non-Indigenous or all students participated in NAPLAN testing.

#### Learning outcomes

‘Learning outcomes’ is an indicator of governments’ objective that all students should attain a range of skills, including: English literacy, such that every student should be able to read, write, spell and communicate at an appropriate level; skills in numeracy; and skills and becoming informed in areas such as science literacy; information and communications technologies; and civics and citizenship (box 4.9).

|  |
| --- |
| Box 4.9 Learning outcomes |
| ‘Learning outcomes’ is defined by seven measures:   * the proportion of years 3, 5, 7 and 9 students achieving at or above the national minimum standard in NAPLAN testing for reading, persuasive writing and numeracy for a given year, reported by Indigenous status, sex, LBOTE, socio-economic status and MCEECDYA categories of geolocation. Significance of difference across states and territories for all students is also identified. (Section 4.1 identifies the profile of equity groups in each State and Territory). * the mean scale score (on the common national scale, ranging from 0 to 1000) achieved by years 3, 5, 7 and 9 students in NAPLAN assessment for reading, persuasive writing and numeracy for a given year, reported by Indigenous status. Significance of difference across states and territories for all students is also identified. This Report also includes a time series for student cohort ‘gain’ (for example, between year 3 in 2012 and year 5 in 2014) based on the mean scale score outcomes for reading and numeracy. * the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in civics and citizenship; information and communication technologies; and science literacy (year 6 only). National data from the triennial National Assessment Program tests are reported by sex, Indigenous status, LBOTE status, MCEECDYA categories of geolocation and socio-economic status * the proportion of sampled 15 year old students achieving at or above the proficient standard on the OECD PISA combined reading, mathematical literacy and science literacy scales in a triennial international assessment. National data are also reported by sex, Indigenous status, socio-economic status and geolocation. * the proportion of sampled students achieving at or above the proficient standard on the TIMSS mathematical literacy and science literacy scales in a quadrennial assessment (assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS mathematical literacy scale for a given year). National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation * the proportion of sampled year 4 students achieving at or above the proficient standard on the 5 yearly PIRLS reading literacy test. National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation * the proportions of sampled students achieving at various proficiency levels, and mean scale scores on the ICILS.   A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard, or a high or increasing mean scale score for learning outcomes is desirable.  Data reported for all measures in this indicator are   * comparable (subject to caveats) across jurisdictions and over time * complete for the current reporting period (subject to caveats). All required 2013 and 2014 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

##### NAPLAN Reading

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the reading domain. Outcomes by Indigenous status are highlighted, but outcomes for a range of other equity groups including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.36–53.

This chapter reports on 2014 NAPLAN outcomes. NAPLAN reading outcomes for 2013 (not included in earlier reports) are in attachment tables 4A.54–71.

###### All students and Aboriginal and Torres Strait Islander students

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2014 was 93.1–93.7 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (73.1–76.3 per cent) was significantly lower than for non‑Indigenous students (94.5–94.9 per cent) (figure 4.24). These proportions varied across jurisdictions.

|  |
| --- |
| Figure 4.24 Proportion of year 3 students achieving at or above the reading national minimum standard, 2014 **a, b** |
| |  | | --- | | Figure 4.24 Proportion of year 3 students achieving at or above the reading national minimum standard, 2014  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. b For further information and caveats see table 4A.36. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.36. |
|  |
|  |

Statistical significance of differences across states and territories between proportions of year 3 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 3 reading in 2014 for all students was 417.2–419.4 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(328.9–336.9) was significantly lower than for non-Indigenous students (422.2–424.2). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.7 identifies statistical significance of differences between mean scale scores for year 3 reading outcomes across states and territories in 2014.

|  |
| --- |
| Table 4.7 Significance of differences for year 3 students, mean scale scores, reading, 2014**a** |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Comparison jurisdiction | | | | | | | | | |  |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | |  |  | 422.9  ± 2.0 | 431.7  ± 1.9 | 409.4  ± 2.4 | 406.3  ± 3.3 | 407.3  ± 3.7 | 415.7  ± 6.8 | 438.7  ± 6.3 | 332.0  ± 21.8 | 418.3  ± 1.1 | | NSW | 422.9 ± 2.0 | .. | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | ■ | | Vic | 431.7 ± 1.9 | ■ | .. | △ | △ | △ | △ | ■ | ▲ | ■ | | Qld | 409.4 ± 2.4 | ■ | ▽ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ | | WA | 407.3 ± 3.7 | ■ | ▽ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ | | SA | 407.3 ± 3.7 | ■ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ | | Tas | 415.7 ± 6.8 | ■ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ | | ACT | 438.7 ± 6.3 | ■ | ■ | △ | △ | △ | △ | .. | ▲ | △ | | NT | 332.0 ± 21.8 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ | | Aust | 418.3 ± 1.1 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. | |
| ▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.  a For further information and caveats see table 4A.39. .. not applicable. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39. |
|  |
|  |

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2014 was 92.7–93.1 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (68.7–71.9 per cent) was significantly lower than for non‑Indigenous students (94.0–94.4 per cent) (figure 4.25). These proportions varied across jurisdictions.

|  |
| --- |
| Figure 4.25 Proportion of year 5 students achieving at or above the reading national minimum standard, 2014**a, b** |
| |  | | --- | | Figure 4.25 Proportion of year 5 students achieving at or above the reading national minimum standard, 2014  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. b For further information and caveats see table 4A.36. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.36. |
|  |
|  |

Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 5 reading in 2014 for all students was 499.6–501.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(418.7–425.5) was significantly lower than for non-Indigenous students (504.0–506.0). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.8 identifies statistical significance of differences between mean scale scores for year 5 reading outcomes across states and territories in 2014.

|  |  |
| --- | --- |
| Table 4.8 Significance of differences for year 5 students, mean scale scores, reading, 2014**a** | |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Comparison jurisdiction | | | | | | | | | |  |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | |  |  | 504.0  ± 2.0 | 509.8  ± 1.8 | 496.1  ± 2.2 | 491.7  ± 3.1 | 489.6  ± 3.3 | 497.9  ± 6.5 | 522.0  ± 6.0 | 425.5  ± 17.5 | 500.6  ± 1.0 | | NSW | 504.0 ± 2.0 | .. | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | ■ | | Vic | 509.8 ± 1.8 | ■ | .. | ■ | △ | △ | ■ | ■ | ▲ | ■ | | Qld | 496.1 ± 2.2 | ■ | ■ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ | | WA | 491.7 ± 3.1 | ■ | ▽ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ | | SA | 489.6 ± 3.3 | ■ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ | | Tas | 497.9 ± 6.5 | ■ | ■ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ | | ACT | 522.0 ± 6.0 | △ | ■ | △ | △ | △ | △ | .. | ▲ | △ | | NT | 425.5 ± 17.5 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ | | Aust | 500.6 ± 1.0 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. | |
| ▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.  a For further information and caveats see table 4A.39. .. not applicable. | |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39. | |
|  | |
|  | |

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2014 was 94.6–95.2 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (75.3–78.9 per cent) was significantly lower than for non‑Indigenous students (95.7–96.1 per cent) (figure 4.26). These proportions varied across jurisdictions.

|  |
| --- |
| Figure 4.26 Proportion of year 7 students achieving at or above the reading national minimum standard, 2014**a, b** |
| |  | | --- | | Figure 4.26 Proportion of year 7 students achieving at or above the reading national minimum standard, 2014  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. b For further information and caveats see table 4A.36. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.36. |
|  |
|  |

Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 7 reading in 2014 for all students was 544.7–547.5 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(475.3–482.7) was significantly lower than for non-Indigenous students (548.4–551.2). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.9 identifies statistical significance of differences between mean scale scores for year 7 reading outcomes across states and territories in 2014.

|  |  |
| --- | --- |
| Table 4.9 Significance of differences for year 7 students, mean scale scores, reading, 2014**a** | |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Comparison jurisdiction | | | | | | | | | |  |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | |  |  | 548.3  ± 3.0 | 550.3  ± 2.6 | 541.6  ± 2.2 | 544.1  ± 3.4 | 541.1  ± 2.8 | 542.9  ± 6.8 | 567.3  ± 8.7 | 478.5  ± 22.6 | 546.1  ± 1.4 | | NSW | 548.3 ± 3.0 | .. | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | ■ | | Vic | 550.3 ± 2.6 | ■ | .. | ■ | ■ | ■ | ■ | ▽ | ▲ | ■ | | Qld | 541.6 ± 2.2 | ■ | ■ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ | | WA | 544.1 ± 3.4 | ■ | ■ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ | | SA | 541.1 ± 2.8 | ■ | ■ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ | | Tas | 542.9 ± 6.8 | ■ | ■ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ | | ACT | 567.3 ± 8.7 | △ | △ | △ | △ | △ | △ | .. | ▲ | △ | | NT | 478.5 ± 22.6 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ | | Aust | 546.1 ± 1.4 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. | |
| ▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.  a For further information and caveats see table 4A.39. .. not applicable. | |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39. | |
|  | |
|  | |

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2014 was 91.7–92.5 per cent nationally. The proportion for Aboriginal and Torres Strait Islander students (69.6–72.8 per cent) was significantly lower than for non‑Indigenous students (93.0–93.6 per cent) (figure 4.27). These proportions varied across jurisdictions.

|  |
| --- |
| Figure 4.27 Proportion of year 9 students achieving at or above the reading national minimum standard, 2014**a, b** |
| |  | | --- | | Figure 4.27 Proportion of year 9 students achieving at or above the reading national minimum standard, 2014  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. **b** For further information and caveats see table 4A.36. |
| *Source: ACARA (2014 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014; table 4A.36.* |
|  |
|  |

Statistical significance of differences across states and territories between proportions of year 9 students who achieved at or above the national minimum standard for reading in 2014 are provided in table 4A.36.

The mean scale score for year 9 reading in 2014 for all students was 578.9–581.9 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(514.2–520.6) was significantly lower than for non-Indigenous students (582.4–585.4). Mean scale scores varied across jurisdictions (table 4A.39).

Table 4.10 identifies statistical significance of differences between mean scale scores for year 9 reading outcomes across states and territories in 2014.

|  |  |
| --- | --- |
| Table 4.10 Significance of differences for year 9 students, mean scale scores, reading, 2014**a** | |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Comparison jurisdiction | | | | | | | | | |  |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | |  |  | 584.3  ± 2.9 | 585.5  ± 2.9 | 571.6  ± 3.1 | 584.4  ± 4.8 | 573.0  ± 5.0 | 573.4  ± 7.4 | 597.3  ± 8.6 | 521.7  ± 22.2 | 580.4  ± 1.5 | | NSW | 584.3 ± 2.9 | .. | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | ■ | | Vic | 585.5 ± 2.9 | ■ | .. | △ | ■ | ■ | ■ | ■ | ▲ | ■ | | Qld | 571.6 ± 3.1 | ■ | ▽ | .. | ▽ | ■ | ■ | ▽ | ▲ | ■ | | WA | 584.4 ± 4.8 | ■ | ■ | △ | .. | ■ | ■ | ■ | ▲ | ■ | | SA | 573.0 ± 5.0 | ■ | ■ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ | | Tas | 573.4 ± 7.4 | ■ | ■ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ | | ACT | 597.3 ± 8.6 | ■ | ■ | △ | ■ | △ | △ | .. | ▲ | △ | | NT | 521.7 ± 22.2 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ | | Aust | 580.4 ± 1.5 | ■ | ■ | ■ | ■ | ■ | ■ | ▽ | ▲ | .. | |
| ▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.  a For further information and caveats see table 4A.39. .. not applicable. | |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.39. | |
|  | |
|  | |

###### Geolocation

Nationally, in 2014, reading outcomes tended to decline with remoteness. In year 3, for example, 94.5–94.9 per cent of students in metropolitan areas achieved at or above the reading national minimum standard, significantly higher than the proportions of provincial students (91.8–92.6 per cent), remote students (81.7–86.7 per cent) and very remote students (49.6–61.8 per cent) (figure 4.28).

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

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 reading literacy are in table 4A.37. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.40.

|  |
| --- |
| Figure 4.28 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2014**a, b** |
| |  | | --- | | Figure 4.28 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2014  More details can be found within the text surrounding this image. | |
| a  Error bars represent the 95 per cent confidence interval associated with each point estimate. b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9, which are detailed in table 4A.37. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.37. |
|  |
|  |

###### Socio-economic status

State and Territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in reading assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2014 are included in tables 4A.38 and 4A.41. Data 2013 are in tables 4A.56 and 4A.59. Data for 2010, 2011 and 2012 were included in the earlier Reports.

###### Time series analysis of NAPLAN reading outcomes

The following time series outcomes are reported:

* The difference between two given years for a level (for example, year 5 reading from 2013 to 2014), for both the proportion at and above the national minimum standard and mean scale scores.
* The gain in mean scale score by a cohort of students as they move between year levels (for example year 3 reading in 2012 to year 5 reading in 2014).

###### Statistical significance of differences between years

Table 4.11 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard for reading, by Indigenous status, on a national basis, across various years. Data for states and territories are in tables 4A.44–51. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Nationally, for year 5 reading:

* the proportion of students achieving at or above the national minimum standard in 2014 was lower than and was statistically significantly different from 2013, but close to or not statistically significantly different from 2008. The mean scale score for 2014 was above and was statistically significantly different from 2008, but close to or not statistically significantly different from 2013
* the proportion of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2014 was lower then and was statistically significantly different from 2013, but close to or not statistically significantly different from 2008. The mean scale score for Aboriginal and Torres Strait Islander students in 2014 was below and was statistically significantly different from 2013, but was above and was statistically significantly different from 2008
* the proportion of non-Indigenous students achieving at or above the national minimum standard in 2014 was lower than and was statistically significantly different from 2013, but close to or not statistically significantly different from 2008. The mean scale score for non-Indigenous students in 2014 was above and was statistically significantly different from 2008, but close to or not statistically significantly different from 2013 (table 4.11).

Data for years 3, 7 and 9 and proportions at or above the national minimum standard for LBOTE students and by sex are included separately for each State and Territory and nationally in tables 4A.44–52.

Data for years 2008 and 2012 to 2013 are included in tables 4A.62–70.

|  |  |
| --- | --- |
| Table 4.11 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 5 reading, and nature of the differences, 2008 and 2013 to 2014, Australia**a, b** | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  | |  | | |  | | | Nature of the differences | | | | |  |  | 2008 | | | 2013 | | | 2014 | 2008 to 2014 | | | 2013 to 2014 | | | | **Aboriginal and Torres Strait Islander students** | | | | | | | | | Mean scale score | no. | 403.4 ± 4.1 | | | 439.4 ± 3.4 | | | 422.1 ± 3.4 | △ | | | ▽ | | | At or above NMS | % | 63.4 ± 1.8 | | | 83.3 ± 1.7 | | | 70.3 ± 1.6 | ■ | | | ▽ | | | **Non-Indigenous students** | | | | | | | | | | |  | |  | | Mean scale score | no. | 488.7 ± 1.0 | | | 505.9 ± 0.8 | | | 505.0 ± 1.0 | △ | | | ■ | | | At or above NMS | % | 92.6 ± 0.2 | | | 96.9 ± 0.1 | | | 94.2 ± 0.2 | ■ | | | ▽ | | | **All students** | | |  | | |  | | | | |  | |  | | Mean scale score | no. | 484.4 ± 1.1 | | | 502.3 ± 0.9 | | | 500.6 ± 1.0 | △ | | | ■ | | | At or above NMS | % | 91.0 ± 0.3 | | | 96.1 ± 0.2 | | | 92.9 ± 0.2 | ■ | | | ▽ | | |
| NMS = National Minimum Standard.  For comparison of mean scale scores: △ Average achievement is above and is statistically significantly different from the base year (or previous year). ■ Average achievement is close to or not statistically different from the base year (or previous year). ▽ Average achievement is below and is statistically significantly different from the base year (or previous year).  For comparison of percentage of students at or above national minimum standard: △ Percentage of students at or above national minimum standard is higher than and is statistically significantly different from the base year (or previous year). ■ Percentage of students at or above national minimum standard is close to or not statistically different from the base year (or previous year). ▽ Percentage of students at or above national minimum standard is lower than and is statistically significantly different from the base year (or previous year).  a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See section 2.5 of the statistical context chapter (chapter 2) for more information on confidence intervals. b For further information and caveats see table 4A.52. | |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney; table 4A.52. | |
|  | |
|  | |

###### Cohort gain

Analysis of NAPLAN mean scale score data for the years 2008 to 2010, 2010 to 2012 and 2012 to 2014 enables comparisons of outcomes for the same cohort of students over time (box 4.10). This chapter reports on gains in reading and numeracy from year 3 in 2008 to year 5 in 2010, year 7 in 2012, and year 9 in 2014. Student gain for other cohorts and from 2009 to 2011 and 2013 are included in attachment tables.

|  |
| --- |
| Box 4.10 Achievement and gain |
| For national reporting purposes, gain is the difference in mean scale scores in a domain for the same cohort of students between two testing years, for example between 2012 and 2014. The cohorts between the two years are not matched — that is, there will be differences between the exact composition of the student body in any given State or Territory.  A feature of gain in NAPLAN performance is that the size of the gain tends to be associated with the level of prior performance: the lower the prior performance, the more likely the possibility of greater gain. Further, for literacy and numeracy, student gain is greater in the early years. Few of the differences across states and territories in the gains made between 2008 and 2010, between 2010 and 2012 and between 2012 and 2014 are statistically significant. This report includes confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. |
| *Source:* ACARA (2014a) |
|  |
|  |

From year 3 in 2008 to year 5 in 2010, the gain in reading mean scale score (on the common national scale for years 3, 5, 7 and 9, ranging from 0 to 1000) was between 79.0 and 94.8 points nationally. For the same cohort, from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 47.0 and 61.2 points nationally, and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 33.4 and 44.4 points nationally (table 4.12).

For Aboriginal and Torres Strait Islander students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 85.9 and 105.9 points, from year 5 in 2010 to year 7 in 2012 the mean scale score gain was between 56.6 and 73.8 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 35.7 and 49.5 points. For non‑Indigenous students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 78.5 and 94.3 points, from year 5 in 2010 to year 7 in 2012, the mean scale score was between 46.5 and 60.7 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 33.4 and 44.4 points (table 4.12).

These mean scale score gains varied across jurisdictions (table 4.12). Data for other cohorts from 2008–2010, 2010–2012 and 2012–2014 are in table 4A.53. Data for years 2009‑2011 and 2011–2013 are in table 4A.71.

|  |
| --- |
| Table 4.12 Gain in mean scale score for reading: year 3 (2008) to year 5 (2010) to year 7 (2012) to year 9 (2014)**a, b** |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | *NSW* | *Vic* | *Qld* | *WA* | *SA* | *Tas* | *ACT* | *NT* | *Aust* | | **Aboriginal and Torres Strait Islander students** | | | | | | | | | | | 2008 Year 3 | 347.5  ± 3.6 | 368.9  ± 6.3 | 309.5  ± 7.6 | 292.7  ± 7.1 | 329.7  ± 8.7 | 376.6  ± 9.4 | 359.5  ± 17.6 | 208.1  ± 19.5 | 313.7  ± 4.9 | | 2010 Year 5 | 433.3  ± 3.4 | 454.4  ± 6.5 | 411.3  ± 4.7 | 387.3  ± 6.1 | 408.8  ± 7.5 | 451.9  ± 8.8 | 430.6  ± 14.7 | 326.7  ± 18.8 | 409.6  ± 3.8 | | 2012 Year 7 | 489.9  ± 3.2 | 504.3  ± 5.5 | 478.0  ± 4.0 | 462.0  ± 5.2 | 478.4  ± 7.6 | 505.0  ± 7.9 | 507.4  ± 14.2 | 397.3  ± 22.7 | 474.8  ± 3.4 | | 2014 Year 9 | 529.2  ± 3.1 | 540.3  ± 4.9 | 521.3  ± 4.3 | 508.4  ± 7.6 | 516.7  ± 6.7 | 539.7  ± 7.5 | 540.3  ± 14.4 | 437.8  ± 22.9 | 517.4  ± 3.2 | | **Gain 2008-2010** | **85.8  ± 9.2** | **85.5  ± 11.9** | **101.8  ± 11.8** | **94.6  ± 12.2** | **79.1  ± 13.9** | **75.3  ± 15.0** | **71.1  ± 24.1** | **118.6  ± 28.2** | **95.9  ± 10.0** | | **Gain 2010-2012** | **56.6  ± 8.4** | **49.9  ± 11.0** | **66.7  ± 9.3** | **74.7  ± 10.6** | **69.6  ± 12.8** | **53.1  ± 13.7** | **76.8  ± 21.6** | **70.6  ± 30.3** | **65.2  ± 8.6** | | **Gain 2012-2014** | **39.3  ± 6.8** | **36.0  ± 9.0** | **43.3  ± 7.8** | **46.4  ± 10.5** | **38.3  ± 11.3** | **34.7  ± 12.0** | **32.9  ± 20.9** | **40.5  ± 32.6** | **42.6  ± 6.9** | | **Non-Indigenous students** | | | | | | | | | | | 2008 Year 3 | 414.9  ± 1.7 | 420.6  ± 1.6 | 375.9  ± 2.4 | 394.5  ± 2.7 | 403.9  ± 3.1 | 403.4  ± 5.2 | 422.8  ± 5.7 | 382.5  ± 8.1 | 405.0  ± 1.1 | | 2010 Year 5 | 498.7  ± 1.9 | 502.7  ± 1.7 | 473.4  ± 1.9 | 484.5  ± 2.6 | 479.1  ± 2.9 | 488.0  ± 5.3 | 510.4  ± 5.4 | 475.4  ± 6.1 | 491.4  ± 1.0 | | 2012 Year 7 | 548.7  ± 2.9 | 549.1  ± 2.6 | 536.8  ± 1.9 | 543.3  ± 2.9 | 539.5  ± 2.8 | 542.8  ± 6.8 | 559.8  ± 8.3 | 530.8  ± 13.2 | 545.0  ± 1.3 | | 2014 Year 9 | 587.5  ± 3.0 | 586.3  ± 2.9 | 575.4  ± 3.0 | 590.0  ± 4.5 | 575.5  ± 4.7 | 575.8  ± 7.1 | 599.1  ± 8.5 | 572.4  ± 12.0 | 583.9  ± 1.5 | | **Gain 2008-2010** | **83.8  ± 8.2** | **82.1  ± 8.1** | **97.5  ± 8.4** | **90.0  ± 8.6** | **75.2  ± 8.9** | **84.6  ± 10.7** | **87.6  ± 11.0** | **92.9  ± 12.8** | **86.4  ± 7.9** | | **Gain 2010-2012** | **50.0  ± 7.8** | **46.4  ± 7.6** | **63.4  ± 7.4** | **58.8  ± 7.9** | **60.4  ± 8.0** | **54.8  ± 11.1** | **49.4  ± 12.1** | **55.4  ± 16.1** | **53.6  ± 7.1** | | **Gain 2012-2014** | **38.8  ± 6.6** | **37.2  ± 6.4** | **38.6  ± 6.2** | **46.7  ± 7.4** | **36.0  ± 7.5** | **33.0  ± 11.1** | **39.3  ± 12.9** | **41.6  ± 18.6** | **38.9  ± 5.5** | | **All students** | | | | | | | | | | | 2008 Year 3 | 412.3  ± 1.8 | 419.9  ± 1.6 | 371.1  ± 2.6 | 386.7  ± 3.1 | 400.5  ± 3.3 | 401.2  ± 4.9 | 421.0  ± 5.9 | 306.6  ± 19.9 | 400.5  ± 1.2 | | 2010 Year 5 | 496.2  ± 1.9 | 502.2  ± 1.7 | 468.7  ± 2.1 | 477.5  ± 2.8 | 476.5  ± 3.0 | 484.6  ± 5.5 | 508.6  ± 5.5 | 412.1  ± 18.1 | 487.4  ± 1.1 | | 2012 Year 7 | 546.1  ± 2.9 | 548.3  ± 2.6 | 532.7  ± 2.0 | 537.8  ± 3.0 | 537.0  ± 2.9 | 540.6  ± 7.4 | 558.6  ± 8.3 | 474.3  ± 22.2 | 541.5  ± 1.3 | | 2014 Year 9 | 584.3  ± 2.9 | 585.5  ± 2.9 | 571.6  ± 3.1 | 584.4  ± 4.8 | 573.0  ± 5.0 | 573.4  ± 7.4 | 597.3  ± 8.6 | 521.7  ± 22.2 | 580.4 ± 1.5 | | **Gain 2008-2010** | **83.9  ± 8.2** | **82.3  ± 8.1** | **97.6  ± 8.4** | **90.8  ± 8.8** | **76.0  ± 9.0** | **83.4  ± 10.7** | **87.6  ± 11.1** | **105.5  ± 27.7** | **86.9  ± 7.9** | | **Gain 2010-2012** | **49.9  ± 7.8** | **46.1  ± 7.6** | **64.0  ± 7.5** | **60.3  ± 8.1** | **60.5  ± 8.1** | **56.0  ± 11.6** | **50.0  ± 12.1** | **62.2  ± 29.5** | **54.1  ± 7.1** | | **Gain 2012-2014** | **38.2  ± 6.6** | **37.2 ±  6.4** | **38.9  ± 6.3** | **46.6  ± 7.6** | **36.0  ± 7.7** | **32.8  ± 11.7** | **38.7  ± 13.0** | **47.4  ± 31.8** | **38.9  ± 5.5** | |
| a The mean scale scores for 2008, 2010, 2012 and 2014 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2010 to 2012 of  80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period. b The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions or between subgroups. |
| *Source*: ACARA (2014 and unpublished) *2014 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.53. |

##### NAPLAN Numeracy

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the numeracy domain. Outcomes by Indigenous status are highlighted, but outcomes for a range of other equity groups, including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.108–125.

This chapter reports on 2014 NAPLAN outcomes. NAPLAN numeracy outcomes for 2013 (not included in earlier reports) are in attachment tables 4A.126–143.

###### All students and Aboriginal and Torres Strait islander students

The proportion of year 3 students who achieved at or above the numeracy national minimum standard in 2014 was 94.4–94.8 per cent nationally. The proportion for Aboriginal and Torres strait Islander students (76.8–79.6 per cent) was significantly lower than for non‑Indigenous students (95.5–95.9 per cent) (figure 4.29). These proportions varied across jurisdictions.

|  |
| --- |
| Figure 4.29 Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2014**a, b** |
| |  | | --- | | Figure 4.29 Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2014   More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. b For further information and caveats see table 4A.108. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108. |
|  |
|  |

Statistical significance of differences across states and territories between proportions of year 3 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 3 numeracy in 2014 for all students was 400.8–402.8 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(328.6–334.4) was significantly lower than for non-Indigenous students (405.0–406.8). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.13 identifies statistical significance of differences between mean scale scores for year 3 numeracy outcomes across states and territories in 2014.

|  |  |
| --- | --- |
| Table 4.13 Significance of differences for year 3 students, mean scale scores, numeracy, 2014**a** | |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Comparison jurisdiction | | | | | | | | | |  |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | |  |  | 407.3  ± 1.8 | 413.9 ± 1.7 | 393.4  ± 2.1 | 392.5  ± 2.8 | 385.4  ± 3.0 | 396.3  ± 5.4 | 413.9  ± 5.0 | 338.1  ± 15.5 | 401.8  ± 1.0 | | NSW | 407.3 ± 1.8 | .. | ■ | ■ | △ | △ | ■ | ■ | ▲ | ■ | | Vic | 413.9 ± 1.7 | ■ | .. | △ | △ | △ | △ | ■ | ▲ | ■ | | Qld | 393.4 ± 2.1 | ■ | ▽ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ | | WA | 392.5 ± 2.8 | ▽ | ▽ | ■ | .. | ■ | ■ | ▽ | ▲ | ■ | | SA | 385.4 ± 3.0 | ▽ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ▽ | | Tas | 396.3 ± 5.4 | ■ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ | | ACT | 413.9 ± 5.0 | ■ | ■ | △ | △ | △ | △ | .. | ▲ | ■ | | NT | 338.1 ± 15.5 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ | | Aust | 401.8 ± 1.0 | ■ | ■ | ■ | ■ | △ | ■ | ■ | ▲ | .. | |
| ▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.  a For further information and caveats see table 4A.111. .. not applicable. | |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111. | |
|  | |
|  | |

The proportion of year 5 students who achieved at or above the numeracy national minimum standard in 2014 was 93.3–93.7 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (69.5–72.7 per cent) was significantly lower than for non‑Indigenous students (94.6–95.0 per cent) (figure 4.30). These proportions varied across jurisdictions.

|  |
| --- |
| Figure 4.30 Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2014**a, b** |
| |  | | --- | | Figure 4.30 Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2014  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. b For further information and caveats see table 4A.108. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108. |
|  |
|  |

Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 5 numeracy in 2014 for all students was 486.6–488.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(415.3–420.5) was significantly lower than for non-Indigenous students (490.6–492.4). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.14 identifies statistical significance of differences between mean scale scores for year 5 numeracy outcomes across states and territories in 2014.

|  |  |
| --- | --- |
| Table 4.14 Significance of differences for year 5 students, mean scale scores, numeracy, 2014**a** | |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Comparison jurisdiction | | | | | | | | | |  |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | |  |  | 493.4  ± 1.9 | 496.6  ± 1.7 | 481.7  ± 2.1 | 480.6  ± 2.8 | 470.9  ± 2.9 | 477.3  ± 4.8 | 497.4  ± 5.0 | 422.7  ± 13.4 | 487.6  ± 1.0 | | NSW | 493.4 ± 1.9 |  | ■ | ■ | ■ | △ | △ | ■ | ▲ | ■ | | Vic | 496.6 ± 1.7 | ■ |  | △ | △ | △ | △ | ■ | ▲ | ■ | | Qld | 481.7 ± 2.1 | ■ | ▽ |  | ■ | ■ | ■ | ▽ | ▲ | ■ | | WA | 480.6 ± 2.8 | ■ | ▽ | ■ |  | ■ | ■ | ▽ | ▲ | ■ | | SA | 470.9 ± 2.9 | ▽ | ▽ | ■ | ■ |  | ■ | ▽ | ▲ | ▽ | | Tas | 477.3 ± 4.8 | ▽ | ▽ | ■ | ■ | ■ |  | ▽ | ▲ | ■ | | ACT | 497.4 ± 5.0 | ■ | ■ | △ | △ | △ | △ |  | ▲ | ■ | | NT | 422.7 ± 13.4 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ |  | ▼ | | Aust | 487.6 ± 1.0 | ■ | ■ | ■ | ■ | △ | ■ | ■ | ▲ |  | |
| ▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.  a For further information and caveats see table 4A.111. .. not applicable. | |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111. | |
|  | |
|  | |

The proportion of year 7 students who achieved at or above the numeracy national minimum standard in 2014 was 94.9–95.3 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (77.9–81.1 per cent) was significantly lower than for non‑Indigenous students (95.9–96.3 per cent) (figure 4.31). These proportions varied across jurisdictions.

|  |
| --- |
| Figure 4.31 Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2014**a, b** |
| |  | | --- | | Figure 4.31 Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2014  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. b For further information and caveats see table 4A.108. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108. |
|  |
|  |

Statistical significance of differences across states and territories between proportions of year 7 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 7 numeracy in 2014 for all students was 544.2–547.6 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(475.7–481.3) was significantly lower than for non-Indigenous students (548.0–551.4). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.15 identifies statistical significance of differences between mean scale scores for year 7 numeracy outcomes across states and territories in 2014.

|  |  |
| --- | --- |
| Table 4.15 Significance of differences for year 7 students, mean scale scores, numeracy, 2014**a** | |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Comparison jurisdiction | | | | | | | | | |  |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | |  |  | 550.3  ± 3.8 | 548.6  ± 3.0 | 543.6  ± 2.5 | 545.5  ± 3.7 | 533.9  ± 3.1 | 533.1  ± 6.7 | 556.6  ± 9.6 | 484.4  ± 18.6 | 545.9  ± 1.7 | | NSW | 550.3 ± 3.8 | .. | ■ | ■ | ■ | △ | △ | ■ | ▲ | ■ | | Vic | 548.6 ± 3.0 | ■ | .. | ■ | ■ | △ | △ | ■ | ▲ | ■ | | Qld | 543.6 ± 2.5 | ■ | ■ | .. | ■ | ■ | ■ | ■ | ▲ | ■ | | WA | 545.5 ± 3.7 | ■ | ■ | ■ | .. | ■ | ■ | ■ | ▲ | ■ | | SA | 533.9 ± 3.1 | ▽ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ | | Tas | 533.1 ± 6.7 | ▽ | ▽ | ■ | ■ | ■ | .. | ▽ | ▲ | ■ | | ACT | 556.6 ± 9.6 | ■ | ■ | ■ | ■ | △ | △ | .. | ▲ | ■ | | NT | 484.4 ± 18.6 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ | | Aust | 545.9 ± 1.7 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | .. | |
| ▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.  a For further information and caveats see table 4A.111. .. not applicable. | |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111. | |
|  | |
|  | |

The proportion of year 9 students who achieved at or above the numeracy national minimum standard in 2014 was 93.8–94.4 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (74.7–77.7 per cent) was significantly lower than for non‑Indigenous students (94.9–95.5 per cent) (figure 4.32). These proportions varied across jurisdictions.

|  |
| --- |
| Figure 4.32 Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2014**a, b** |
| |  | | --- | | Figure 4.32 Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2014  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. b For further information and caveats see table 4A.108. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.108. |
|  |
|  |

Statistical significance of differences across states and territories between proportions of year 9 students who achieved at or above the national minimum standard for numeracy in 2014 are provided in table 4A.108.

The mean scale score for year 9 numeracy in 2014 for all students was 585.9–589.7 nationally. The mean scale score for Aboriginal and Torres Strait Islander students   
(520.3–525.3) was significantly lower than for non-Indigenous students (589.5–593.3). Mean scale scores varied across jurisdictions (table 4A.111).

Table 4.16 identifies statistical significance of differences between mean scale scores for year 9 numeracy outcomes across states and territories in 2014.

|  |  |
| --- | --- |
| Table 4.16 Significance of differences for year 9 students, mean scale scores, numeracy, 2014**a** | |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Comparison jurisdiction | | | | | | | | | |  |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | |  |  | 594.3  ± 3.8 | 592.3  ± 3.8 | 579.8  ± 3.4 | 591.1  ± 5.5 | 573.6  ± 5.3 | 572.8  ± 7.0 | 594.4  ± 9.7 | 532.0  ± 17.2 | 587.8  ± 1.9 | | NSW | 594.3 ± 3.8 | .. | ■ | △ | ■ | △ | △ | ■ | ▲ | ■ | | Vic | 592.3 ± 3.8 | ■ | .. | ■ | ■ | △ | △ | ■ | ▲ | ■ | | Qld | 579.8 ± 3.4 | ▽ | ■ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ | | WA | 591.1 ± 5.5 | ■ | ■ | ■ | .. | △ | △ | ■ | ▲ | ■ | | SA | 573.6 ± 5.3 | ▽ | ▽ | ■ | ▽ | .. | ■ | ▽ | ▲ | ▽ | | Tas | 572.8 ± 7.0 | ▽ | ▽ | ■ | ▽ | ■ | .. | ▽ | ▲ | ▽ | | ACT | 594.4 ± 9.7 | ■ | ■ | △ | ■ | △ | △ | .. | ▲ | ■ | | NT | 532.0 ± 17.2 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ | | Aust | 587.8 ± 1.9 | ■ | ■ | ■ | ■ | △ | △ | ■ | ▲ | .. | |
| ▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.  a For further information and caveats see table 4A.111. .. not applicable. | |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.111. | |
|  | |
|  | |

###### Geolocation

Across all year levels, numeracy outcomes tended to decline with remoteness. For year 3, for example, 95.3–95.7 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students   
(93.5–94.3 per cent), remote students (85.2–90.0 per cent) and very remote students   
(55.9–67.5 per cent) (figure 4.33).

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

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 numeracy literacy are in table 4A.109. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.112.

|  |
| --- |
| Figure 4.33 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2014**a, b** |
| |  | | --- | | Figure 4.33 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2014  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.109. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.109. |
|  |
|  |

###### Socio-economic status

State and Territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in numeracy assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2014 are included in tables 4A.110 and 4A.113. Data 2013 are in table 4A.128 and 4A.131. Data for 2010, 2011 and 2012 were included in the earlier Reports.

###### Time series analysis of NAPLAN numeracy outcomes

The following time series outcomes are reported:

* The difference between two given years for a level (for example, year 5 numeracy from 2013 to 2014), for both the proportion at and above the national minimum standard and mean scale scores.
* The gain in mean scale score by a cohort of students as they move between year levels (for example year 3 numeracy in 2012 to year 5 numeracy in 2014).

###### Statistical significance of differences between years

Table 4.17 provides a summary of the nature of differences in achievement at year 5 for mean scale score and proportions at and above the national minimum standard for numeracy, by Indigenous status, on a national basis across various years. Data for states and territories are in tables 4A.116–123. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Nationally, for year 5 numeracy:

* the percentage of students achieving at or above the national minimum standard in 2014, and the mean scale scores, were close to or not statistically significantly different from both 2008 and 2013
* the percentage of Aboriginal and Torres Strait Islander students achieving at or above the national minimum standard in 2014, and the mean scale scores, were close to or not statistically significantly different from both 2008 and 2013
* the percentage of non-Indigenous students achieving at or above the national minimum standard in 2014, and the mean scale scores, were close to or not statistically significantly different from both 2008 and 2013 (table 4.17).

Data for years 3, 7 and 9 and proportions at or above national minimum standard for LBOTE students and by sex are included separately for each State and Territory and nationally in tables 4A.116–124.

Data for years 2008 and 2012 to 2013 are included in tables 4A.134–142.

|  |
| --- |
| Table 4.17 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 5 numeracy, 2008 and 2013 to 2014, and nature of the differences, Australia**a, b** |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | |  | | |  | | Nature of the difference | | | | | | | | | |  |  | | 2008 | | 2013 | | | | 2014 | 2008 to 2014 | | | | | 2013 to 2014 | | | | | | **Aboriginal and Torres Strait Islander students** | | | | | | | | Mean scale score | no. | | 408.0 ± 2.8 | | | 417.4 ± 2.9 | | 417.9 ± 2.6 | | | ■ | | | ■ | | | | At or above NMS | % | | 69.2 ± 1.7 | | | 73.0 ± 1.7 | | 71.1 ± 1.6 | | | ■ | | | ■ | | | | **Non-Indigenous students** | | | | | | | | | | | | |  | | |  | | | | Mean scale score | no. | | 479.5 ± 1.0 | | | 489.8 ± 1.0 | | 491.5 ± 0.9 | | | ■ | | | ■ | | | | At or above NMS | % | | 94.0 ± 0.2 | | | 94.6 ± 0.2 | | 94.8 ± 0.2 | | | ■ | | | ■ | | | | **All students** | |  | |  | | | | | | | |  | | |  | | | | Mean scale score | no. | | 475.9 ± 1.1 | | | 485.8 ± 1.1 | | 487.6 ± 1.0 | | | ■ | | | ■ | | | | At or above NMS | % | | 92.7 ± 0.2 | | | 93.4 ± 0.2 | | 93.5 ± 0.2 | | | ■ | | | ■ | | | |
| NMS = National Minimum Standard.  For Comparison of mean scale scores: ■ Average achievement is close to or not statistically different from the base year (or previous year).  For Comparison of percentage of students at or above national minimum standard: ■ Percentage of students at or above national minimum standard is close to or not statistically different from the base year (or previous year).  a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See section 2.5 of the statistical context chapter (chapter 2) for more information on confidence intervals. b For further information and caveats see table 4A.124. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*, ACARA, Sydney; table 4A.124. |
|  |
|  |

###### Cohort gain

Analysis of NAPLAN mean scale score data for the years 2008 to 2010, 2010 to 2012 and 2012 to 2014 enables comparisons of outcomes for the same cohort of students over time (box 4.10). From year 3 in 2008 to year 5 in 2010, the gain in numeracy mean scale score (on the common national scale for years 3, 5, 7 and 9, ranging from 0 to 1000) was between 83.6 and 100.2 points nationally. For the same cohort, from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 43.3 and 55.3 points nationally, and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 45.0 and 54.4 points nationally (table 4.18).

For Aboriginal and Torres Strait Islander students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 80.0 and 98.6 points, from year 5 in 2010 to year 7 in 2012 the mean scale score gain was between 45.4 and 59.6 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 48.0 and 58.8 points. For non‑Indigenous students, from year 3 in 2008 to year 5 in 2010 the mean scale score gain nationally was between 83.8 and 100.4 points, from year 5 in 2010 to year 7 in 2012, the mean scale score was between 43.2 and 55.2 points nationally and from year 7 in 2012 to year 9 in 2014, the mean scale score gain was between 44.9 and 54.3 points (table 4.18).

These mean scale score gains varied across jurisdictions (table 4.18). Data for other cohorts from 2008–2010, 2010–2012 and 2012–2014 are in table 4A.125. Data for years 2009-2011 and 2011–2013 are in table 4A.143.

|  |
| --- |
| Table 4.18 Gain in mean scale score for numeracy: year 3 (2008) to year 5 (2010) to year 7 (2012) to year 9 (2014)**a, b** |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | *NSW* | *Vic* | *Qld* | *WA* | *SA* | *Tas* | *ACT* | *NT* | *Aust* | | **Aboriginal and Torres Strait Islander students** | | | | | | | | | | | 2008 Year 3 | 350.3  ± 3.1 | 376.9  ± 5.5 | 316.2  ± 6.4 | 313.9  ± 5.1 | 330.7  ± 6.5 | 377.1  ± 8.2 | 355.1  ± 16.2 | 275.0  ± 11.0 | 327.6  ± 3.3 | | 2010 Year 5 | 435.8  ± 3.0 | 457.0  ± 5.8 | 419.5 ± 4.5 | 398.0 ± 6.0 | 406.9  ± 6.8 | 450.0  ± 8.0 | 434.7  ± 12.8 | 351.6  ± 13.0 | 416.9  ± 3.1 | | 2012 Year 7 | 477.4  ± 3.2 | 494.6  ± 5.2 | 475.9  ± 3.7 | 461.0  ± 5.0 | 464.8  ± 6.3 | 491.0  ± 7.3 | 493.1  ± 12.2 | 410.1  ± 15.0 | 469.4  ± 2.6 | | 2014 Year 9 | 531.5  ± 3.2 | 538.3  ± 4.5 | 525.6  ± 3.9 | 518.0  ± 7.4 | 513.8  ± 5.9 | 541.2 ± 7.1 | 535.6  ± 12.4 | 467.6  ± 13.8 | 522.8  ± 2.5 | | **Gain 2008-2010** | **85.5  ± 9.2** | **80.1  ± 11.4** | **103.3  ± 11.3** | **84.1  ± 11.3** | **76.2  ± 12.4** | **72.9  ± 14.1** | **79.6  ± 22.1** | **76.6  ± 18.9** | **89.3  ± 9.3** | | **Gain 2010-2012** | **41.6  ± 7.2** | **37.6  ± 9.7** | **56.4  ± 8.2** | **63.0  ± 9.7** | **57.9 ± 10.9** | **41.0  ± 12.3** | **58.4  ± 18.6** | **58.5  ± 20.6** | **52.5  ± 7.1** | | **Gain 2012-2014** | **54.1  ± 6.0** | **43.7  ± 7.9** | **49.7  ± 6.7** | **57.0 ± 9.8** | **49.0 ± 9.5** | **50.2  ± 10.9** | **42.5  ± 17.8** | **57.5  ± 20.8** | **53.4  ± 5.4** | | **Non-Indigenous students** | | | | | | | | | | | 2008 Year 3 | 411.3  ± 1.6 | 417.5  ± 1.4 | 371.9  ± 2.1 | 387.4  ± 2.2 | 391.7  ± 2.5 | 401.6  ± 4.5 | 413.1  ± 5.0 | 386.9  ± 5.9 | 400.5  ± 1.0 | | 2010 Year 5 | 501.0  ± 1.9 | 503.2  ± 1.6 | 478.5  ± 1.8 | 483.0  ± 2.4 | 475.2  ± 2.7 | 482.8  ± 4.6 | 500.2  ± 5.0 | 472.7  ± 5.0 | 492.6  ± 1.0 | | 2012 Year 7 | 546.6  ± 3.8 | 545.3  ± 3.1 | 536.1  ± 2.0 | 540.3  ± 3.2 | 531.8  ± 3.1 | 528.6  ± 6.6 | 547.2  ± 9.7 | 522.7  ± 13.2 | 541.8  ± 1.6 | | 2014 Year 9 | 598.0  ± 3.9 | 593.2  ± 3.8 | 583.7  ± 3.3 | 596.5  ± 5.4 | 576.3  ± 5.0 | 575.0  ± 6.8 | 596.2  ± 9.6 | 569.2  ± 11.5 | 591.4  ± 1.9 | | **Gain 2008-2010** | **89.7  ± 8.5** | **85.7  ± 8.4** | **106.6  ± 8.6** | **95.6 ± 8.8** | **83.5  ± 9.0** | **81.2  ± 10.4** | **87.1  ± 10.7** | **85.8  ± 11.2** | **92.1  ± 8.3** | | **Gain 2010-2012** | **45.6  ± 7.2** | **42.1 ± 6.7** | **57.6  ± 6.3** | **57.3  ± 7.0** | **56.6  ± 7.1** | **45.8  ± 9.9** | **47.0  ± 12.3** | **50.0  ± 15.2** | **49.2  ± 6.0** | | **Gain 2012-2014** | **51.4  ± 6.7** | **47.9  ± 6.3** | **47.6  ± 5.5** | **56.2  ± 7.4** | **44.5  ± 7.1** | **46.4  ± 10.3** | **49.0  ± 14.2** | **46.5  ± 17.9** | **49.6  ± 4.7** | | **All students** | | | | | | | | | | | 2008 Year 3 | 408.9  ± 1.6 | 416.9  ± 1.4 | 367.9  ± 2.2 | 381.9  ± 2.4 | 388.8  ± 2.7 | 399.9  ± 4.2 | 411.5  ± 5.1 | 338.4  ± 12.4 | 396.9  ± 1.0 | | 2010 Year 5 | 498.4  ± 2.0 | 502.7  ± 1.6 | 474.1  ± 1.9 | 476.8  ± 2.6 | 472.6  ± 2.8 | 479.4  ± 4.8 | 498.7  ± 5.1 | 421.5  ± 14.4 | 488.8  ± 1.0 | | 2012 Year 7 | 543.4  ± 3.8 | 544.3  ± 3.1 | 532.0  ± 2.1 | 534.9  ± 3.3 | 529.1  ± 3.1 | 526.0  ± 7.1 | 545.9  ± 9.7 | 474.7  ± 18.4 | 538.1  ± 1.6 | | 2014 Year 9 | 594.3  ± 3.8 | 592.3  ± 3.8 | 579.8  ± 3.4 | 591.1  ± 5.5 | 573.6  ± 5.3 | 572.8  ± 7.0 | 594.4  ± 9.7 | 532.0  ± 17.2 | 587.8  ± 1.9 | | **Gain 2008-2010** | **89.5  ± 8.5** | **85.8  ± 8.4** | **106.2  ± 8.6** | **94.9  ± 8.9** | **83.8  ± 9.0** | **79.5  ± 10.3** | **87.2  ± 10.8** | **83.1  ± 20.5** | **91.9  ± 8.3** | | **Gain 2010-2012** | **45.0  ± 7.2** | **41.6  ± 6.7** | **57.9  ± 6.4** | **58.1  ± 7.1** | **56.5  ± 7.1** | **46.6  ± 10.3** | **47.2  ± 12.4** | **53.2  ± 24.1** | **49.3  ± 6.0** | | **Gain 2012-2014** | **50.9  ± 6.7** | **48.0  ± 6.3** | **47.8  ± 5.6** | **56.2  ± 7.6** | **44.5  ± 7.3** | **46.8  ± 10.8** | **48.5  ± 14.3** | **57.3  ± 25.5** | **49.7  ± 4.7** | |
| a The mean scale scores for 2008, 2010, 2012 and 2014 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2010 to 2012 of  80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period. b The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions or between subgroups. |
| *Source*: ACARA (2014 and unpublished) *2014 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.125. |
|  |
|  |

##### NAPLAN Persuasive Writing

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the persuasive writing domain. Outcomes by Indigenous status are highlighted, but outcomes for a range of other equity groups including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) for 2014 are included in tables 4A.72–89.

This chapter reports on 2014 NAPLAN outcomes. NAPLAN persuasive writing outcomes for 2013 (not included in earlier reports) are in attachment tables 4A.90–107.

The proportion of year 5 students who achieved at or above the persuasive writing national minimum standard in 2014 was 89.9–90.5 per cent nationally. The proportion of Aboriginal and Torres Strait Islander students (61.7–64.9 per cent) was significantly lower than for non‑Indigenous students (91.6–92.3 per cent). These proportions varied across jurisdictions (figure 4.34).

|  |
| --- |
| Figure 4.34 Proportion of year 5 students achieving at or above the persuasive writing national minimum standard, 2014**a, b** |
| |  | | --- | | Figure 4.34 Proportion of year 5 students achieving at or above the persuasive writing national minimum standard, 2014  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence interval associated with each point estimate. b For further information and caveats see table 4A.72. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.72. |
|  |
|  |

Statistical significance of differences across states and territories between proportions of year 5 students who achieved at or above the national minimum standard for persuasive writing in 2014 are provided in table 4A.72.

The mean scale score for year 5 persuasive writing in 2014 for all students was   
467.4–469.2 nationally. The mean scale score for Aboriginal and Torres Strait Islander students (387.5–396.1) was significantly lower than for non-Indigenous students   
(471.9–473.5). Mean scale scores varied across jurisdictions (table 4A.75).

Table 4.19 identifies statistical significance of differences between mean scale scores for year 5 persuasive writing outcomes across states and territories in 2014.

|  |  |
| --- | --- |
| Table 4.19 Significance of differences for year 5 students, mean scale scores, persuasive writing, 2014**a** | |
| |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | Comparison jurisdiction | | | | | | | | | |  |  | NSW | Vic | Qld | WA | SA | Tas | ACT | NT | Aust | |  |  | 473.7  ± 1.6 | 480.8  ± 1.3 | 457.3  ± 2.1 | 464.4  ± 2.7 | 455.4  ± 3.1 | 461.0  ± 4.8 | 473.0  ± 5.2 | 379.5  ± 20.5 | 468.3  ± 0.9 | | NSW | 473.7 ± 1.6 | .. | ■ | △ | ■ | △ | ■ | ■ | ▲ | ■ | | Vic | 480.8 ± 1.3 | ■ | .. | △ | △ | △ | △ | ■ | ▲ | ■ | | Qld | 457.3 ± 2.1 | ▽ | ▽ | .. | ■ | ■ | ■ | ▽ | ▲ | ■ | | WA | 464.4 ± 2.7 | ■ | ▽ | ■ | .. | ■ | ■ | ■ | ▲ | ■ | | SA | 455.4 ± 3.1 | ▽ | ▽ | ■ | ■ | .. | ■ | ▽ | ▲ | ■ | | Tas | 461.0 ± 4.8 | ■ | ▽ | ■ | ■ | ■ | .. | ■ | ▲ | ■ | | ACT | 473.0 ± 5.2 | ■ | ■ | △ | ■ | △ | ■ | .. | ▲ | ■ | | NT | 379.5 ± 20.5 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | ▼ | | Aust | 468.3 ± 0.9 | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ▲ | .. | |
| ▲ Average achievement is substantially above and is statistically significantly different from the comparison State/Territory. △ Average achievement is above and is statistically significantly different from the comparison State/Territory. ■ Average achievement is close to or not statistically different from the comparison State/Territory. ▽ Average achievement is below and is statistically significantly different from the comparison State/Territory. ▼ Average achievement is substantially below and is statistically significantly different from the comparison State/Territory.  a For further information and caveats see table 4A.75. .. not applicable. | |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.75. | |
|  | |
|  | |

###### Geolocation

Across all year levels, persuasive writing outcomes tended to decline with remoteness. For year 5, for example, 91.8–92.4 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (86.9–87.9 per cent), remote students (74.3–80.9 per cent) and very remote students   
(39.4–52.2 per cent) (figure 4.35).

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

State and Territory results by Indigenous status and geolocation for years 3, 5, 7   
and 9 numeracy literacy are in table 4A.73. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.76.

|  |
| --- |
| Figure 4.35 National proportion of year 5 students achieving at or above the persuasive writing national minimum standard, by Indigenous status and geolocation, 2014 **a, b** |
| |  | | --- | | Figure 4.35 National proportion of year 5 students achieving at or above the persuasive writing national minimum standard, by Indigenous status and geolocation, 2014  More details can be found within the text surrounding this image. | |
| 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 3, 7 and 9 which are detailed in table 4A.73. |
| *Source*: ACARA (2014 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014*; table 4A.73. |
|  |
|  |

Data for years 3, 7 and 9, and outcomes by equity group, parental education and parental occupation for 2014 are in tables 4A.72–79.

Statistical significance of differences for persuasive writing between 2011, 2013 and 2014 for years 3, 5, 7 and 9 for mean scale scores and proportions at and above national minimum standard are included separately for each state and territory and nationally in tables 4A.80–88. These tables also include proportions at or above national minimum standard for LBOTE students and by sex.

##### National Assessment Program — Civics and citizenship performance

The National Years 6 and 10 Civics and citizenship assessment was conducted for the first time in 2004 and is repeated triennially. In 2013, 5777 year 6 students from 342 government and non-government schools and 5478 year 10 students from 329 government and non‑government schools from all states and territories participated in the assessment (ACARA 2014b).

Nationally in 2013, the proportion of participating year 6 students who achieved at or above the proficient standard in civics and citizenship performance was 49.6–54.4 per cent, not significantly different from 2004, 2007 or 2010. These proportions varied across jurisdictions (figure 4.36).

|  |
| --- |
| Figure 4.36 Proportion of year 6 students achieving at or above the proficient standard, civics and citizenship performance **a, b** |
| |  | | --- | | Figure 4.36 Proportion of year 6 students achieving at or above the proficient standard, civics and citizenship performance  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence intervals associated with each point estimate. bNational minimum standards such as those set in literacy and numeracy have not been set for civics and citizenship performance. The proficient standard for year 6 civics and citizenship performance is set at proficiency level 2, a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.. |
| *Source*: ACARA (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013,* Sydney; table 4A.149. |
|  |
|  |

Nationally in 2013, 13.9–30.1 per cent of Aboriginal and Torres Strait Islander year 6 students achieved at the proficient standard or above in civics and citizenship, significantly lower than the proportion for non‑Indigenous students (48.4–53.6 per cent) (table 4A.151).

Nationally in 2013, 52.3–57.7 per cent of female year 6 students achieved at the proficient standard or above in civics and citizenship, significantly higher than the proportion for male students (44.6–51.4 per cent) (table 4A.151). Data by geolocation and for students who speak languages other than English at home are included in tables 4A.150-151.

In 2013, the mean scale score for year 6 students in civics and citizenship proficiency was 396.9–409.1, not significantly different from 2004, 2007 or 2010 (table 4A.152). Mean scale scores varied across jurisdictions.

Table 4.20 identifies significance of differences in mean scale scores between states and territories for year 6 civics and citizenship performance in 2013.

|  |
| --- |
| Table 4.20 Significance of differences for year 6 students, mean scale scores, civics and citizenship performance, 2013**a** |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | *Comparison jurisdiction* | | | | | | | | |  |  | *NSW* | *Vic* | *Qld* | *WA* | *SA* | *Tas* | *ACT* | *NT* | |  | *Mean scale score* | 418  ± 14.0 | 421  ± 10.6 | 384  ± 13.0 | 383  ± 16.2 | 379  ± 14.3 | 383  ± 13.1 | 433  ± 14.5 | 314  ± 26.9 | | NSW | 418 ± 14.0 | .. | ■ | ▲ | ▲ | ▲ | ▲ | ■ | ▲ | | Vic | 421 ± 10.6 |  | .. | ▲ | ▲ | ▲ | ▲ | ■ | ▲ | | Qld | 384 ± 13.0 | ▼ | ▼ | .. | ■ | ■ | ■ | ▼ | ▲ | | WA | 383 ± 16.2 | ▼ | ▼ | ■ | .. | ■ | ■ | ▼ | ▲ | | SA | 379 ± 14.3 | ▼ | ▼ | ■ | ■ | .. | ■ | ▼ | ▲ | | Tas | 383 ± 13.1 | ▼ | ▼ | ■ | ■ | ■ | .. | ▼ | ▲ | | ACT | 433 ± 14.5 | ■ | ■ | ▲ | ▲ | ▲ | ▲ | .. | ▲ | | NT | 314 ± 26.9 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | |
| ▲ Mean scale score is significantly higher than in the comparison State/Territory. ■ Mean scale score is not significantly higher or lower than the comparison State/Territory. ▼ Mean scale score is significantly lower than in the comparison State/Territory.  a For further information and caveats see table 4A.153. .. not applicable. |
| *Source*: ACARA (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013,* Sydney; table 4A.153. |
|  |
|  |

Nationally in 2013, the proportion of participating year 10 students who achieved at or above the proficient standard in civics and citizenship performance was 41.4–46.6 per cent, not significantly different from 2004, 2007 or 2010. These proportions varied across jurisdictions (figure 4.37).

|  |
| --- |
| Figure 4.37 Proportion of year 10 students achieving at or above the proficient standard, civics and citizenship performance **a, b** |
| |  | | --- | | Figure 4.37 Proportion of year 10 students achieving at or above the proficient standard, civics and citizenship performance  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence intervals associated with each point estimate. bNational minimum standards such as those set in literacy and numeracy have not been set for science literacy performance. The proficient standard for year 10 civics and citizenship performance is set at proficiency level 3, a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard. |
| *Source*: ACARA (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013,* Sydney; table 4A.149. |
|  |
|  |

Nationally in 2013, 6.6–27.4 per cent of Aboriginal and Torres Strait Islander year 10 students achieved at the proficient standard or above in civics and citizenship, significantly lower than the proportion for non‑Indigenous students (41.9–48.1 per cent) (table 4A.151).

Nationally in 2013, 42.0–50.0 per cent of female year 10 students achieved at the proficient standard or above in civics and citizenship, not significantly different from the proportion for male students (38.3–45.7 per cent) (table 4A.151). Data by geolocation and for students who speak languages other than English at home are included in tables 4A.150-151.

In 2013, the mean scale score for year 10 students in civics and citizenship proficiency was 504.2–517.8, not significantly different from 2004, 2007 or 2010 (table 4A.152). Mean scale scores varied across jurisdictions.

Table 4.21 identifies significance of differences in mean scale scores between states and territories for year 10 civics and citizenship performance in 2013.

|  |
| --- |
| Table 4.21 Significance of differences for year 10 students, mean scale scores, civics and citizenship performance, 2013**a** |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  | *Comparison jurisdiction* | | | | | | | | |  |  | *NSW* | *Vic* | *Qld* | *WA* | *SA* | *Tas* | *ACT* | *NT* | |  | *Mean scale score* | 535  ± 14.9 | 521  ± 14.3 | 484  ± 11.9 | 510  ± 14.5 | 486  ± 16.5 | 466  ± 20.7 | 525  ± 13.8 | 418  ± 24.2 | | NSW | 535 ± 14.9 | .. | ■ | ▲ | ▲ | ▲ | ▲ | ■ | ▲ | | Vic | 521 ± 14.3 | ● | .. | ▲ | ■ | ▲ | ▲ | ■ | ▲ | | Qld | 484 ± 11.9 | ▼ | ▼ | .. | ▼ | ■ | ■ | ▼ | ▲ | | WA | 510 ± 14.5 | ▼ | ■ | ▲ | .. | ▲ | ▲ | ■ | ▲ | | SA | 486 ± 16.5 | ▼ | ▼ | ■ | ▼ | .. |  | ▼ | ▲ | | Tas | 466 ± 20.7 | ▼ | ▼ | ■ | ▼ |  | .. | ▼ | ▲ | | ACT | 525 ± 13.8 | ■ | ■ | ▲ | ■ | ▲ | ▲ | .. | ▲ | | NT | 418 ± 24.2 | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | ▼ | .. | |
| ▲ Mean scale score is significantly higher than in the comparison State/Territory. ■ Mean scale score is not significantly higher or lower than the comparison State/Territory. ▼ Mean scale score is significantly lower than in the comparison State/Territory.  a For further information and caveats see table 4A.153. .. not applicable. |
| *Source*: ACARA (2014), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2013,* Sydney; table 4A.153. |
|  |
|  |

Civics and citizenship performance by geolocation and sex are summarised in tables 4A.150–151. Further details, including data by country of birth, and mean scores for all categories are reported in ACARA (2014b).

##### National Assessment Program — ICT performance

The national years 6 and 10 ICT performance assessment was conducted for the first time in 2005, and repeated in 2008 and 2011. Nationally, in 2011,   
60.0–64.0 per cent of year 6 students achieved at the proficient standard or above, a statistically significant increase from 54.2–59.8 per cent in 2008 (table 4A.154). Nationally, in 2011, 62.7–67.3 per cent of year 10 students achieved at the proficient standard or above, not significantly different from 2008 (63.0–69.0 per cent) (table 4A.154). Detailed outcomes of the 2011 assessment were included in the 2013 Report. Relevant data are reported in tables 4A.155–158.

##### National Assessment Program — Science literacy performance

The national year 6 Science literacy performance assessment was conducted for the first time in 2003, and was repeated in 2006, 2009 and 2012. Nationally, in 2012,   
49.4–53.4 per cent of year 6 students achieved at the proficient standard or above, not significantly different from 2006 or 2009 (table 4A.144). Detailed outcomes of the 2012 assessment were included in the 2014 Report. Relevant data are reported in tables 4A.144‑148.

##### ICILS assessment

The IEA International Computer and Information Literacy Study (ICILS) was conducted at year 8 level for the first time in 2013 (box 4.11).

|  |
| --- |
| Box 4.11 IEA International Computer and Information Literacy Study (ICILS) |
| ICILS is a sample assessment that examines students’ acquisition of computer and information literacy: ‘the ability to use computers to investigate, create and communicate in order to participate effectively at home, at school, in the workplace and in society’. The assessment was developed by ACER and is organised by the International Association for the Evaluation of Educational Achievement (IEA). The main purpose of ICILS is to determine how well students are prepared for study, work and life in the information age, and how their performance compares with students in other participating countries. In total, 21 education systems participated in the 2013 cycle of ICILS.  The modules tested included authentic computer based information literacy, management and communication tasks.  In Australia, 5326 students from 320 government and non-government schools participated in the test in 2013.  Unlike other international and national tests, including the National Assessment Program — ICT performance assessment of years 6 and 10 (reported elsewhere in this chapter), there is no national proficiency level set for ICILS testing at this time. |
| *Source*: ACER (2014a). |
|  |
|  |

Nationally, the proportion of year 8 students who achieved at each ICILS proficiency level in 2013 was:

* 4.1 per cent of students at achieved level 4 (highest level)
* 30.4 per cent of students at achieved level 3
* 42.3 per cent of students at achieved level 2
* 17.9 per cent of students at achieved level 1
* 5.3 per cent of students at achieved below level 1.

These proportions varied across jurisdictions (figure 4.38).

|  |
| --- |
| Figure 4.38 Proportions of year 8 students achieving various levels in ICILS testing, 2013 |
| |  | | --- | | Figure 4.38 Proportions of year 8 students achieving various levels in ICILS testing, 2013  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence intervals associated with each point estimate. |
| *Source*: Australian Council for Educational Research (ACER) and unpublished *ICILS 2013: Australian students’ readiness for study, work and life in the digital age;* table 4A.181. |
|  |
|  |

Nationally, the mean score for ICILS in 2013 was 541.6 score points. This was significantly above the average of all participating counties who met the required sampling rates. Mean scores varies across jurisdictions (figure 4.39).

Nationally, in 2013, the mean scores for:

* Aboriginal and Torres Strait Islander students (478.9 points) were significantly below that of non-Indigenous students (545.9 points)
* male students (529.4 points) were significantly below female students (553.5 points) (table 4A.182)

Mean scores for geographically remote students and by socio-economic status are included in table 4A.182.

|  |
| --- |
| Figure 4.39 Mean scores of year 8 students in ICILS testing, 2013 |
| |  | | --- | | Figure 4.39 Mean scores of year 8 students in ICILS testing, 2013  More details can be found within the text surrounding this image. | |
| a Error bars represent the 95 per cent confidence intervals associated with each point estimate. |
| *Source*: Australian Council for Educational Research (ACER) and unpublished *ICILS 2013: Australian students’ readiness for study, work and life in the digital age;* table 4A.181. |
|  |
|  |

##### PISA assessment

The Programme for International Student Assessment (PISA) is a sample assessment undertaken every three years (box 4.12). Data from PISA 2012 were included in the 2014 Report. The attachment tables contain detailed results for PISA 2012 and summary data from earlier PISA rounds (tables 4A.159–173). Detailed results from earlier PISA rounds were included in earlier reports. PISA 2015 data are anticipated to be included in the 2017 Report.

|  |
| --- |
| Box 4.12 Programme for International Student Assessment |
| PISA provides learning outcomes data for 15 year olds in three core assessment domains: reading literacy, mathematical literacy and scientific literacy. In 2012, around 510 000 students from 65 countries and economies participated in the PISA assessment. From Australia, this included 14 481 students from 775 schools. Mathematical literacy was the major domain tested in PISA 2012.  Time series comparisons can only be made across PISA data once a subject has been a major assessment domain. All domains have now been the subject of a major assessment, but in different cycles.  The national proficient standard is set at Proficiency level 3.  Further information on PISA is available at the PISA website: www.acer.edu.au/ozpisa/reports. |
| *Source*: Australian Council for Educational Research (ACER 2013). |
|  |
|  |

###### PISA reading literacy

Reading literacy was the major domain tested in the PISA 2000 and 2009 cycles. Reading literacy results from subsequent cycles may be compared with the 2000 cycle. In PISA 2012 the proportion of Australian 15 year old students who achieved at or above the national proficient standard of level 3 in reading literacy nationally was 62.9–65.5 per cent (table 4A.160).

Results of the PISA 2009 Digital Reading Literacy Assessment were released in 2012. Students in every State and Territory performed significantly higher in digital than print reading literacy (ACER 2012a).

###### PISA mathematical literacy

Mathematical literacy was the major domain tested in the PISA 2003 and 2012 surveys. Mathematical literacy results from subsequent cycles may be compared with the 2003 cycle. In PISA 2012 the proportion of Australian 15 year old students who achieved at or above the national proficient standard of level 3 in mathematical literacy was 56.9‑59.9 per cent (table 4A.165).

###### PISA scientific literacy

Scientific literacy was the major domain tested in the PISA 2006 cycle. Scientific literacy results from subsequent cycles may be compared with the 2006 cycle. In PISA 2012, the proportion of Australian 15 year old students who achieved at or above the national proficient standard of Level 3 in scientific literacy nationally was 63.5–66.3 per cent (table 4A.170).

###### Other PISA releases

Two additional PISA 2012 reports were released during 2014:

* Financial literacy data were released at a national level only. On average Australian students performed significantly better (526 score points) than the OECD average of 500 score points (ACER 2014b).
* A report on problem solving was also released. Australia achieved a mean score of 523 points on the problem-solving assessment, which was significantly above the OECD average of 500 score points. Problem solving data are also available by state and territory (ACER 2014c).

##### PIRLS assessment

The Progress in International Reading Literacy Study (PIRLS) assessments are undertaken every five years (box 4.13). Outcomes from the 2011 PIRLS were first included in the 2014 Report and data are included in the attachment tables to this report   
(tables 4A.179-180).

|  |
| --- |
| Box 4.13 Progress in International Reading Literacy Study |
| PIRLS provides learning outcomes data for year 4 students in reading literacy performance. This international test is conducted every five years but was first undertaken by students in Australian schools in 2011. Students from 45 countries or economies participated in the 2011 PIRLS assessment, including over 6000 Australian students from 280 schools.  PIRLS uses two organising dimensions for the assessment, referred to as the *purposes for reading* and the *reading processes.* Each of the reading processes — focus on and retrieve explicitly stated information, make straightforward inferences, interpret and integrate ideas and information and examine and evaluate content, language and textual elements — is assessed within each purpose for reading (reading for literacy experience and reading to gain information). The PIRLS 2011 assessment was based on 10 different texts, five for the literary purpose and five for the informational purpose.  PIRLS is assessed on a different basis to NAPLAN testing and its results are not comparable to NAPLAN results. Whereas NAPLAN measures against a national minimum standard, PIRLS measures against a series of achievement levels. PIRLS may provide additional information on reading that is not available in NAPLAN. |
| *Source*: Australian Council for Educational Research (ACER 2012b) |
|  |
|  |

In PIRLS 2011 the proportion of tested Australian year 4 students who achieved at or above the intermediate international benchmark (a score of 475) was   
73.6–77.6 per cent (table 4A.179). This was a lower proportion than 26 other participating countries or economies.

##### TIMSS assessment

The Trends in International Mathematics and Science Study (TIMSS) assessments are conducted each four years (box 4.14) and provide learning outcomes data for students in year 4 and year 8 in the assessment domains of mathematics achievement and science achievement.

|  |
| --- |
| Box 4.14 Trends in International Mathematics and Science Study |
| The TIMSS provides learning outcomes data for students in year 4 and year 8 in two assessment domains: mathematics achievement and science achievement. In 2011, 600 000 students from 52 countries participated in the TIMSS assessment. From Australia, this included over 13 700 students from 555 schools.  The attachment tables (tables 4A.174–178) contain detailed results for the 2003, 2007 and 2011 TIMSS assessments. Further information on TIMSS is available at the TIMSS website: http://www.acer.edu.au/timss. |
| *Source*: Australian Council for Educational Research (ACER 2012b) |
|  |
|  |

Detailed data from the 2011 TIMSS were included in the 2013 Report. Tables 4A.174–178 contain detailed results for the 2003, 2007 and 2011 TIMSS assessments, by achievement level, including 2011 TIMSS outcomes by equity group and comparisons of significance of difference between the 2011 TIMSS and earlier rounds.

#### Other outcomes

##### Completion

‘Completion’ is an indicator of governments’ objective that all students have access to high quality education and training to year 12 or equivalent, that provides clear and recognised pathways to further education, training and employment (box 4.15).

|  |
| --- |
| Box 4.15 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 that could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five. The completion rate is reported by socio-economic status, geolocation and sex.   * The criteria for obtaining a year 12 or equivalent certificate vary across jurisdictions. * The aggregation of all postcode locations into three socio-economic status categories — high, medium and low — means there may be significant variation within the categories. The low category, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.   Data reported for this measure are:   * comparable (subject to caveats) within some jurisdictions over time but are not comparable across jurisdictions (see caveats in attachment tables for specific jurisdictions) * complete for the current reporting period (subject to caveats). All required 2013 data are available for all jurisdictions providing the service:   A high or increasing completion rate suggests an improvement in educational outcomes.  Information about data quality for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

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 socio‑economic background or geographic location. Comparisons across jurisdictions 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 data by socio-economic status and geolocation
* small changes in population or completions can affect the estimates of completion rates, particularly for states and territories with smaller populations
* students completing their secondary education in TAFE institutes are included in reporting for some jurisdictions and not in others, and the proportions of such students vary across jurisdictions.

Nationally in 2013, the year 12 completion rate for all students was 74 per cent. The completion rate for males was 69 per cent compared with 78 per cent for females (table 4A.192).

Socio-economic status is determined according to the ABS Postal Area Index of Relative Socio-economic Disadvantage, on the basis of postcode of students’ home addresses. Low socio-economic status is the average of the 3 lowest deciles, medium socio-economic status is the average of the 4 middle deciles and high socio-economic status is the average of the 3 highest deciles.

Nationally in 2013, year 12 completion rates for students from low (68 per cent) and medium (74 per cent) socio-economic backgrounds were below those for students from a high socio-economic background (79 per cent) (figure 4.40). Nationally, completion rates were higher for female students than for male students in all socio‑economic categories (table 4A.191).

|  |
| --- |
| Figure 4.40 Completion rates, year 12, by socio-economic status, 2013 (per cent)**a, b, c, d, e** |
| |  | | --- | | Figure 4.40 Completion rates, year 12, by socio-economic status, 2013 (per cent)  More details can be found within the text surrounding this image. | |
| 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 years divided by 5. b The ABS Postal Area Index of Relative Socio-economic Disadvantage has been used to calculate socio-economic status, on the basis of postcode of students’ home addresses. c Low socio-economic status is the average of the 3 lowest deciles, medium socio-economic status is the average of the 4 middle deciles and high socio-economic status is the average of the 3 highest deciles. d A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socio-economic status differ slightly to those in other publications. e The populations for the low and medium socio-economic status deciles in the ACT and the high socio-economic status deciles in the NT are not published due to small numbers. |
| *Source*: Australian Government Department of Education (unpublished); table 4A.191. |
|  |
|  |

Geographic isolation is determined using the MCEECDYA (now Education Council) Geographic Location Classification.

Nationally, the completion rate was highest in the metropolitan zone (76 per cent) in 2013. The completion rate was lower in the provincial zone (68 per cent), remote areas (68 per cent) and very remote areas (41 per cent) (figure 4.41).

Nationally in 2013, completion rates were higher for females in all geographic zones. In the metropolitan zone, the female completion rate was 79 per cent, compared with 72 per cent for males. In the remote zone, the female completion rate was 77 per cent, compared with 59 per cent for males (table 4A.192). Time series data on national completion rates are reported in tables 4A.191–192.

|  |
| --- |
| Figure 4.41 Completion rates, year 12, by geolocation, 2013 (per cent)**a, b, c, d** |
| |  | | --- | | Figure 4.41 Completion rates, year 12, by geolocation, 2013 (per cent)  More details can be found within the text surrounding this image. | |
| 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 5. b Definitions are based on the MCEECDYA (now Education Council) Geographic Location Classification. c All of the ACT is included in the metropolitan zone. There are no metropolitan areas in the NT. There are no very remote areas in Victoria. d Remote data for Victoria and remote and very remote data for SA are not published due to small numbers. The very remote population in Tasmania is too small to give meaningful results and are not published. |
| *Source*: Australian Government Department of Education (unpublished); table 4A.192. |
|  |
|  |

The Child care, education and training sector overview includes data on the proportions of the population aged 20–24 and 20–64 years having attained at least a year 12 or equivalent or AQF Certificate II; and the proportions of the 20–24 and 20–64 year olds by Indigenous status, low socio-economic status and by remoteness area having attained at least a year 12 or equivalent or AQF Certificate II (tables BA.31–35).

##### 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 4.16).

|  |
| --- |
| Box 4.16 Destination |
| ‘Destination’ (school leaver destination rate) is defined by three measures:   * The proportion of school leavers aged 15–24 who left school at any time, who are fully participating in education and/or training, or employment. Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below. Data are sourced from the Survey of Education and Work. * The proportion of school leavers aged 15–24 who left school in the previous year, who are participating in work or study. Data are reported for school leavers whose highest level of school completed was year 12, and year 11 and below. Data are sourced from the Survey of Education and Work. Large confidence intervals for smaller jurisdictions suggest that these data should be interpreted with caution. * The proportions of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work. Data are reported by highest level of qualification. Data are sourced from the Census of Population and Housing.   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 Survey of Education and Work data reported for this indicator relate to the jurisdiction in which the young person was resident the year of the survey and not necessarily the jurisdiction in which they attended school.  Data reported for this measure are   * comparable across jurisdictions * complete for the current reporting period. All required 2011 and 2013 data are available for all jurisdictions providing the service.   Information about data quality for this indicator is at www.pc.gov.au/rogs/2015. |
|  |
|  |

###### The proportion of school leavers aged between 15–24 who left school at any time, who are fully participating in education and/or training, or employment

Nationally, in 2013, 72.6 per cent of all school leavers aged 15–24 were fully engaged in education and/or training, or employment, or a combination of education and/or training and employment. The proportion fully participating in education and/or training was 33.1 per cent and the proportion fully participating in employment was 38.7 per cent (figure 4.42). These proportions varied across jurisdictions.

Amongst year 12 school leavers, the proportion fully engaged in education and/or training, or employment, or a full time combination of education/training and employment was 77.8 per cent nationally. Amongst year 11 school leavers, this proportion was 56.7 per cent (table 4A.193). Table 4A.193 also provides the proportions participating in higher education and TAFE.

|  |
| --- |
| Figure 4.42 School leaver destination (15–24 year olds), 2013**a, b, c** |
| |  | | --- | | *Figure 4.42 School leaver destination (15-24 year olds), 2013  More details can be found within the text surrounding this image.* | |
| a Includes all people aged 15–24 years who are no longer in school. b The ABS Survey of Education and Work is not conducted in Aboriginal and Torres Strait Islander communities in very remote areas. This has a minor impact on national or state and territory estimates, but affects the comparability of NT results as people from Indigenous communities in very remote areas account for around 15 per cent of the NT 15–74 year old population. See also table 4A.35 for the proportions of students attending schools in remote and very remote areas. c Total fully engaged includes people primarily engaged in full time formal study, people primarily engaged in full time employment, people engaged in full time formal study and full time employment, and people engaged in part time formal study and part time employment. |
| *Source*: ABS (unpublished, TableBuilder) Education and Work, 2013, cat. no. 6227.0; table 4A.193. |
|  |
|  |

###### The proportion of school leavers aged 15–24 who left school in the previous year, who are participating in work or study

The proportion of all school leavers who left school in 2012 who were working either full or part time in 2013 is 56.4 per cent and the proportion studying either full or part time is 59.0 per cent (some school leavers were undertaking both work and study and some were undertaking neither). Amongst all school leavers in 2012, 42.2 per cent were year 12 completers who were subsequently working in 2013, 49.5 per cent were year 12 completers who were subsequently studying in 2013, 13.7 per cent were year 11 or below completers who were subsequently working in 2013 and 9.4 per cent were year 11 and below completers who were subsequently studying in 2013 (table 4A.195).

###### The proportions of 15–19 and 20–24 year olds who are not in school, who are participating in full or part time study and full or part time work

In 2011, 37.9 per cent of all 15–19 year olds who were not undertaking school education were participating in full time study and 10.2 per cent were participating in part time study. Of this group, 21.4 per cent were participating in full time employment and 27.4 per cent were participating in part time employment (individuals may be participating in both work and study simultaneously). Amongst this group, 10.6 per cent were unemployed and 7.8 per cent were not participating in the labour force or in study (figure 4.43). These proportions varied across jurisdictions. Table 4A.194 provides data by highest level of qualification (post school higher education, post school TAFE, year 12 or equivalent, year 11 or below).

|  |
| --- |
| Figure 4.43 Study and employment destination for 15–19 year olds not in school education, 2011**a, b, c, d** |
| |  | | --- | | Figure 4.43 Study and employment destination for 15-19 year olds not in school education, 2011  More details can be found within the text surrounding this image. | |
| a The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non­formal education or school level education. b The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed. c Australia includes 'Other territories'. d For further information and caveats see table 4A.194. |
| *Source*: ABS (unpublished TableBuilder) Census of Population and Housing, 2011, Canberra; table 4A.194. |
|  |
|  |

In 2011, 26.9 per cent of all 20–24 year olds who were not undertaking school education were participating in full time study and 8.7 per cent were participating in part time study. Of this group, 38.3 per cent were participating in full time employment and 24.2 per cent were participating in part time employment (individuals may be participating in both work and study simultaneously). Amongst this group, 7.2 per cent were unemployed and 7.9 per cent were not participating in the labour force or in study (figure 4.44). These proportions varied across jurisdictions. Table 4A.194 provides data by highest level of qualification (post school higher education, post school TAFE, year 12 or equivalent, year 11 or below).

|  |
| --- |
| Figure 4.44 Study and employment destination for 20–24 year olds not in school education, 2011**a, b, c, d** |
| |  | | --- | | Figure 4.44 Study and employment destination for 20-24 year olds not in school education, 2011  More details can be found within the text surrounding this image. | |
| a The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non­formal education or school level education. b The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed. c Australia includes 'Other territories'. d For further information and caveats see table 4A.194. |
| *Source*: ABS (unpublished TableBuilder) Census of Population and Housing, 2011; table 4A.194 |
|  |
|  |

The Child care, education and training sector overview of this Report includes 2013 SEW national school leaver destination data for 15–19 year olds who attended school at any time previously, and examines the national proportions of 15–19 year old and 15–24 year old male and female students enrolled in education and training in 2013 after leaving school (tables BA.19–21).

Box 4.17 summarises school leaver destination survey results from seven jurisdictions. Each jurisdiction uses different research methods and data collection instruments, and the surveys are not designed for comparative national reporting. These data are presented as supplementary information to the Survey of Education and Work and Census of Population and Housing data.

|  |
| --- |
| Box 4.17 School leaver destination survey results |
| New South Wales  Surveys of post-school destinations for students from government, Catholic and independent schools were conducted by telephone in 2010, 2013 and 2014. The surveys identify the aspirations and expectations for post-school pathways, and student destinations. In 2014, the sample comprised year 12 completers and early leavers, as well as current year 10 students and their teachers.  In 2014, 52.5 per cent of year 12 completers were studying a Bachelor degree, while 20.3 per cent were studying a vocational education and training (VET) program (including apprenticeships and traineeships). The most common VET qualifications were Certificate IV, Diploma or Advanced Diploma, with 7.3 per cent of Year 12 completers enrolled in these courses, compared with 3.7 per cent in Certificates I, II and III, 4.9 per cent in apprenticeships and 4.4 per cent in traineeships. The majority of year 12 completers not in education or training were employed or actively looking for work. About 2.6 per cent were not in the labour force, education or training.  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 2014 On Track Survey contacted 32 183 (59.2 per cent) of the eligible 2013 year 12 or equivalent cohort from 569 schools, both government and non‑government, as well as TAFE and Adult Community Education providers. Of these students, 77.4 per cent were in further education and training (54.3 per cent were enrolled at university, 16.1 per cent were TAFE enrolled and 7.0 per cent had taken up apprenticeships or traineeships). Of the 22.6 per cent who were not in further education and training, 9.1 per cent were in full or part time employment, 9.4 per cent had deferred a tertiary place and 3.7 per cent were looking for work.  Queensland  The annual Queensland Next Step survey, first conducted in 2005, targets all students who completed year 12 in government and non-government schools approximately six months after the completion of year 12.  The 2014 Next Step survey collected responses from 39 639 year 12 completers, an 81.1 per cent response rate. The results showed that 61.2 per cent were in some recognised form of education or training in the year after completing year 12. This comprised 39.1 per cent undertaking a Bachelor Degree, 13.0 per cent undertaking campus-based vocational education and training (VET), with 7.5 per cent studying at Certificate IV level or higher. A further 9.1 per cent were in employment-based VET, either as an apprentice (6.2 per cent) or trainee (2.9 per cent). The remaining 38.8 per cent did not enter post-school education or training and were either employed (25.7 per cent), seeking work (10.8 per cent), or not in the labour force, education or training (2.3 per cent). Young people who deferred a university offer represented 7.2 per cent of the total cohort, most of whom were working (79.2 per cent). |
| (continued on next page) |
|  |
|  |

|  |
| --- |
| Box 4.17 (continued) |
| Western Australia  The WA School Leaver Destinations survey has been conducted annually since 1996. This telephone survey is combined with University and TAFE enrolment data to determine destinations of year 12 completers. In 2014 the survey spanned all government schools, most Catholic schools and some independent schools. Information was collected from 14 698 students representing 61.4 per cent of the total Year 12 student population as at Semester 2, 2013 (75.9 per cent of public school students and private schools — 42.1 per cent of private school students).  Of the responses, 83.6 per cent were in either education or training, with 47.4 per cent at university, 4.5 per cent studying an apprenticeship or a traineeship, 29.6 per cent studying another type of nationally accredited training qualification, 0.8 per cent repeating year 12 studies or engaged in non-accredited training and 1.3 per cent who had deferred their education or training. In addition, 3.7 per cent were engaged exclusively in full time employment, 7.8 per cent in part time employment, and 4.9 per cent were neither working nor studying.  Tasmania  Since 2007, all year 10 students lodge a participation plan with the Tasmanian Qualifications Authority in the year they complete this final year of compulsory school. Students are required to be in an eligible option (education, training or employment) until they turn 17. Since 2008, the Authority has collected attainment data from all providers of post-year 10 education and training. Of the year 10 cohort in 2011, 71.2 per cent continued in education or training at half time or better in 2012 and 56.7 per cent continued at half time or better in 2013. Of the 2012 year 10 cohort, 74.5 per cent continued in education or training at half time or better in 2013. A telephone survey of years 10 and 11 leavers (persons not recorded as continuing in education and training from the previous year) and all year 12 leavers was conducted in 2011, 2012 and 2013.  Australian Capital Territory  Since 2007, the ACT has conducted a telephone-based survey of government and non‑government students who successfully completed an ACT year 12 certificate in the preceding year. The survey seeks information on the destinations of students six months after completion of year 12 and satisfaction with their experience in years 11 and 12. In 2014, responses were received from 72 per cent of the 2013 graduates who were contacted. The 2014 survey found that 92 per cent of 2013 graduates were employed or studying in 2014 and overall 95 per cent found years 11 and 12 worthwhile. Of the 59 per cent of 2013 graduates studying in 2014, 66 per cent reported that they were studying at a Bachelor level or higher and 14 per cent at Certificate III level. Of the 41 per cent of graduates who were not studying in 2014, 80 per cent intended to start some study in the next two years. Students who speak a language other than English at home were more likely to be studying (78 per cent) than those who did not (56 per cent). |
| (continued on next page) |
|  |
|  |

|  |
| --- |
| Box 4.17 (continued) |
| Northern Territory  Post school destination surveys of year 12 Northern Territory Certificate of Education and Training (NTCET) completers were carried out from late April to early May 2014, some five to six months after the NTCET students had completed school. The 2014 survey had a 12 per cent response rate from a total cohort of 1244 students. From the responses collected, 59 per cent of the young people were in employment (35 per cent were employed full time, and 65 per cent in part time or casual employment). Amongst respondents, 71 per cent of NTCET completers applied for University/TAFE, of which 88 per cent received an offer. Of those students who received an offer, 67 per cent accepted the offer, 29 per cent deferred and 4 per cent either declined or entered another study option. Of those who entered into further education or training, 80 per cent were studying a degree level course. |
| *Source*: State and Territory governments (unpublished). |
|  |
|  |

4.4 Future directions in performance reporting

### COAG developments

#### Education Council review of Key Performance Measurement Framework

Future revisions may occur as a result of ongoing Education Council review of its Key Performance Measurement Framework relating to the Melbourne Declaration and COAG agreed measures. The Steering Committee will consider any implications of this review for future reports.

#### Attendance rates, students with disability, completion rates, participation and retention data

New nationally comparable attendance data are expected to be available for inclusion in the 2016 Report.

Nationally consistent data on students with disability for students’ outcomes reporting is under development.

The year 12 completion rate included in this Report is under review and a nationally comparable measure is anticipated to be included in future Reports.

The participation rate for 14–19 year old students includes part time students. However, the year 7/8 to year 12 apparent retention rate, and the year 10 to year 12 apparent retention rate, are based on full time school students. the inclusion of part time students in all rates is under investigation.

4.5 Jurisdictions’ comments

This section provides comments from each jurisdiction on the services covered in this chapter.

|  |  |  |
| --- | --- | --- |
| **“** | **Australian Government comments** | **”** |
| The Australian Government is committed to working collaboratively with State and Territory governments and the non-government sector to improve outcomes in Australian schools. Under the Government’s Students First package of reforms, there is a focus on four key areas that will improve student outcomes: teacher quality, school autonomy, engaging parents in education, and strengthening the Australian Curriculum. This includes ensuring that mainstream schools policy, programmes and service delivery contribute to improvements in outcomes for Aboriginal and Torres Strait Islander students.  The Government is supporting high quality student outcomes with needs-based, stable and sustainable funding for all schools through delivering the funding model contained within the Australian Education Act 2013. These funding arrangements in place from January 2014 also ensure that schools with students needing extra support will attract additional payment loadings.  For the Australian Curriculum, a Review was established in January 2014 to evaluate its robustness, independence and balance and to understand whether it is delivering what students need, parents expect and the nation requires in an increasingly competitive world. The Review’s Final Report was released in October 2014 along with an initial government response and will be considered with its recommendations by all Australian education ministers.  The Government extended the More Support for Students with Disabilities National Partnership with the provision of a further $100 million for the 2014 school year for government and non-government education authorities to build the capacity of schools and teachers to better address the needs of students with disability. This funding also contributed towards phasing in the Nationally Consistent Collection of Data on Students with Disability.  The Government is also supporting initiatives to ensure children receive quality teaching at school. The Teach for Australia programme was established to introduce employment-based pathways into the teaching profession and attract high-calibre graduates. On completion of their two-year placement, participants are awarded a postgraduate qualification. Reflecting the Government’s commitment to ongoing support for Teach for Australia, a new contract for a further three intakes of participants was signed in June 2014.  The Government is committed to working with all governments to provide principals and school leaders with more autonomy to respond to local community needs and increase parental engagement in schools. The $70 million Independent Public Schools initiative provides funding to increase the autonomy and independence of their government schools.  To help keep students engaged in school and create links between schools, communities, and local industry and employers, on 23 January 2014 the Government confirmed funding of over $209 million for 136 trade training projects servicing 224 schools. These new projects will be called Trades Skills Centres to reflect the Government’s commitment to strong industry linkages. |

|  |  |  |
| --- | --- | --- |
| **“** | **New South Wales Government comments** | **”** |
| In 2014 NAPLAN tests, the participation rates for NSW were the highest of all jurisdictions for every test domain and year level, with the exception of Year 9 Numeracy where NSW ranked second. NSW students improved substantially in Grammar and Punctuation for Year 3 between 2008 and 2014. There has been a gradual increase in means between 2008 and 2014 for Year 3 and Year 5 Reading, Year 5 and Year 9 Spelling, and Year 7 Grammar and Punctuation.  The NSW Government continued to support a five year *Literacy and Numeracy Action Plan* in 337 targeted government, Catholic and independent schools. All targeted schools are using an evidence-based three-tiered approach to drive a whole school approach to lifting the literacy and numeracy performance of students, especially those at risk of not achieving expected outcomes.  NSW continues on its ambitious program of reform with Great Teaching, Inspired Learning, the NSW Government’s blueprint for improving the quality of teaching and learning in NSW schools, and the Rural and Remote Education blueprint, the NSW Government’s plan to improve student learning in rural and remote public schools across NSW.  The NSW Government strategy Every Student, Every School, also continued to strengthen support for students with disability. More than 76 per cent of NSW public schools were supported to participate in the second implementation phase of the Nationally Consistent Collection of Data for School Students with Disability in 2014. This process has improved school practices in assessing and responding to the needs of students with disability.  NSW remains committed to closing the gap in educational outcomes between Aboriginal students and other students. The *Aboriginal and Torres Strait Islander Education Action Plan* and the Department’s Partnership Agreement with the NSW Aboriginal Education Consultative Group Inc. are key drivers of the approach employed in NSW to meet this commitment.  The Local Schools, Local Decisions reform continues to be implemented in NSW public schools to place students at the centre of school decision making. This is supported by the new resource allocation model (RAM) which is distributing resources to NSW public schools based on student need. Principals and their school communities are working together to develop new school planning processes that focus on delivering comprehensive school plans and annual reports connected to student learning outcomes and the school budget. |

|  |  |  |
| --- | --- | --- |
| **“** | **Victorian Government comments** | **”** |
| Victorian government schools work within a School Performance Framework to continually improve their performance by engaging their peers in a cycle of performance feedback that includes self-evaluation, review, planning, reporting and sharing exemplary practice across the system.  This process is designed to support teachers and principal class employees to develop the professional practices that have the greatest impact on improving teaching and learning.  Teachers across Victoria are now working towards delivering the first iteration of AusVELS, the Victorian Essential Learning Standards incorporating the Australian Curriculum for English, Mathematics, Science and History. Implementation is supported by a new Curriculum Planning Portal which includes a range of resources to support planning and documentation of a school-wide curriculum.  Student health and wellbeing has been a key focus in the last year with ‘Building Resilience: A Model to Support Children and Young People’ launched to support schools to easily access programs, tools and resources designed to enhance the resilience of children and young people. Teachers are also being provided additional support through a blended learning course that builds their skills and knowledge about maintaining a safe and orderly classroom environment for meaningful learning.  Implementation of The Victorian Government's Vision for Languages Education has resulted in significant growth in the number of government schools offering languages programs. In 2014, 74 per cent of government primary schools offered a language compared with 60 per cent in 2012. Year 9 students are also learning to live and work in a globalised world through the Victorian Young Leaders to China Program. In 2014, 150 students visited China and improved their Mandarin language proficiency and develop leadership skills, global knowledge and intercultural understanding. |

|  |  |  |
| --- | --- | --- |
| **“** | **Queensland Government comments** | **”** |
| The Queensland Government is committed to providing high quality educational services, focused on preparing Queensland students with the knowledge, skills and confidence to participate effectively in the community and the economy.  Queensland students continue to demonstrate positive outcomes in 2014, with the latest NAPLAN results showing a continued broad pattern of improvement. Queensland students achieved their highest result on record for mean scale score in 10 of the 20 test areas, and recorded results 'above' the baseline in 9 of the 20 tests areas and 'substantially above' the baseline in one test area — the only jurisdiction to achieve this level of improvement in any test area.  The 2014 *Next Step Survey* indicates that the vast majority of young Queenslanders who completed Year 12 in 2013 were engaged in study or work approximately six months after completing school.  Throughout 2014, Queensland implemented initiatives and continued reforms in line with the state’s approach to driving improved student outcomes. Key initiatives include:   * *Education Accord* – setting out the community’s 30 year vision for school education in Queensland * *Great teachers = Great results* — supporting professional teaching excellence, including an annual performance review and the Mentoring Beginning Teachers program * *Great Results Guarantee* — providing $131 million in Australian Government *Students First* funding directly to Queensland state schools enabling flexibility and autonomy to allocate funding to improve student performance, balanced by accountability to the school community * *Independent Public Schools* — empowering schools and their communities through greater autonomy, with 80 Queensland state schools on board in 2014 * *Flying start* — implementing a package of reforms aimed at early years and transition points, including the move of Year 7 to high school across Queensland in 2015 * *Red Tape Reduction in Queensland state schools* — reducing unnecessary administrative tasks and ensuring effective use of resources to allow schools to focus on delivering quality education to students * *School Performance Assessment Framework —* delivering a new statewide performance measurement and reporting system to help drive school improvement and accountability * *Global Schools — Creating successful global citizens —* a proposal which envisages a system in which all state primary schools will offer languages from Prep and requires all Queensland state schools to provide a language in years 5–8 from 2015. |

|  |  |  |
| --- | --- | --- |
| **“** | **Western Australian Government comments** | **”** |
| Many of the key reforms the Western Australian Government has been implementing in recent yearsare now coming to fruition.  The importance of a child’s early years to their future educational success is well known. Pre-primary is now compulsory in Western Australia and there is extensive participation in school-based Kindergarten. To further ensure children in communities with the greatest need get the best possible start to life, 16 Child and Parent Centres began operating in 2014 in government primary schools across Western Australia. These innovative, family-friendly centres provide convenient access to a range of integrated services such as child health professionals, playgroups, parent support groups, physiotherapists and speech pathologists, tailored specifically to the local community’s needs.  Western Australia’s reforms towards a more empowered public education system continued in 2014, with an additional 178 government schools to become Independent Public Schools in 2015. This will take the total number of Independent Public Schools to 442, representing 57 per cent of all Western Australian government schools.  A new student-centred funding model will be implemented in Western Australian government schools from 2015. The new model is fairer and more responsive, funding schools on a per-student basis with loadings for students with additional educational needs. For the first time, all Western Australian government schools will receive their resources through one-line budgets, giving principals more flexibility and control over their resources so they can make the best decisions for their students and be more accountable for how their school performs.  From 2015, Year 7 students in Western Australian government schools will move to secondary school. This will give them access to specialist teaching and facilities, providing them with better learning environments for the new Australian Curriculum.  To ensure young people finish school with real skills and knowledge, Western Australia introduced a minimum literacy and numeracy assessment in Year 10 in 2014. Students will have to pass the assessment or achieve Band 8 or higher on Year 9 NAPLAN to be eligible for a Western Australian Certificate of Education (WACE) from 2016. The assessment enables students that require extra support to be given targeted educational programs during the rest of their schooling and ongoing reassessment to meet graduation eligibility.  In addition, every Year 12 student must achieve either an Australian Tertiary Admission Rank or a Certificate II or higher training qualification to get a WACE from 2016. Complementing these reforms are fundamental changes to Western Australia’s Year 11 courses in 2015 and Year 12 courses in 2016 to ensure senior secondary students are engaged in rigorous educational programs that prepare them better for life after school. |

|  |  |  |
| --- | --- | --- |
| **“** | **South Australian Government comments** | **”** |
| The Department for Education and Child Development’s (DECD) core purpose is to provide a range of integrated services and partnerships to address public education, child health, early childhood development and child protection to benefit families, children and young people in South Australia.  The **Birth to 18 Numeracy and Literacy Strategy** is positioned to enable all children and young people to confidently face an increasingly complex world in which being able to read, write, add, subtract, divide and multiply are not only crucial but are constantly evolving concepts and skills. The strategy challenges learners to achieve their best, learning as a collaboration between learners, educators, parents, carers and other family members. The state-wide strategy comprises a number of interrelated activities including:   * The Leading Numeracy and Literacy Improvement Project contributes to improved numeracy and literacy teaching and learning through the work of 118 coaches working across 134 primary and secondary schools * Community Liaison Officers providing Culturally and Linguistically Diverse (CALD) parents with targeted support material on the Great Start website, increasing the number of CALD children and carers who attend playgroups. Building and supporting a Network of Numeracy and Literacy Leaders with strategic programs to improve data handling and response, supporting all learning areas with numeracy and literacy techniques and resources that contribute to measurable improvements. * The *Indicators of Pre-school Numeracy and Literacy Project* is designed to assist pre-school teachers to track children’s numeracy and literacy development. * The **Student Pathways Strategy** will lift the achievement of young people through a South Australian Certificate of Education (SACE) Improvement initiative for schools, Vocational Education and Training (VET) pathways through the Industry Pathway Programs and the Trade Schools for the Future and Science, Technology, Engineering and Mathematics (STEM) engagement through STEM focus schools and career development. * **Implementation of the Australian Curriculum and Teaching for Effective Learning (TfEL) Framework:** The implementation of the Australian Curriculum is a significant and strategically-resourced opportunity to improve the quality of student engagement, intellectual challenge, learning and achievement in every DECD school. * **South Australian implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP):** Schools in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands have been designated as focus schools and have been identified to undertake specific actions to improve the education outcomes of Aboriginal students with selection based on Aboriginal enrolments and NAPLAN results |

|  |  |  |
| --- | --- | --- |
| **“** | **Tasmanian Government comments** | **”** |
| At the heart of the Tasmanian Department of Education’s strategic agenda is the *Learners First* strategy with a vision to develop successful, skilled and innovative citizens. It is essential that Tasmanian learners are equipped with the skills to allow them to participate in a modern economy, reach their personal potential and be able to determine their own futures.  The years before compulsory schooling are a critical time in a child’s development. The Tasmanian Government continues to invest in resources to support parents to give their children the best start in life. High quality education and care services, strategically located Child and Family Centres and Launching into Learning programs tailored to parents and their pre-schoolers are all hallmarks of Tasmania’s commitment to the early years.  In order to succeed at school and through adulthood, learners need to develop essential literacy and numeracy skills. Students in Tasmanian Government schools who need extra support to develop these skills will benefit from 25 specialist literacy and numeracy teachers employed to address this important need. Maintaining the focus on teacher quality will continue with an increase in funding to schools and the continuation of the Professional Learning Institute’s high quality professional learning programs.  To support Tasmania’s emphasis on improving retention and attainment, investment has been focused on extending some rural and regional high schools to year 12.  The Tasmanian Department of Education places strong emphasis on the use of data to inform continuous improvement in teaching and learning. Through **ed*i***, a new and innovative web portal, Tasmanian Government school principals and their staff have easy and timely access to real-time data about student and school performance. This information is of immense value to schools as it assists school improvement planning.  To continue to adapt and respond to advances in technology and public use of services provided by libraries and Online Access Centres (OACs), the department will be engaging with communities about current service delivery. In some circumstances, this will present an opportunity to re-locate services within local schools, enhancing the important role they play in supporting their communities. This co-located model of library service delivery has previously proven successful with the Lilydale Library and Sheffield Library and OAC both having moved to their local school site, providing services for all learners in the community.  TasTAFE is a substantial provider of Vocational Education and Training Services across Tasmania. Its vision is to enable Tasmanians to gain the skills and qualifications needed for the state’s workforce and the community to succeed and prosper. TasTAFE is committed to delivering excellence in all aspects of training and assessment by meeting the changing skill needs of individuals and Tasmanian industry. |

|  |  |  |
| --- | --- | --- |
| **“** | **Australian Capital Territory Government comments** | **”** |
| During 2013-14 the ACT Education and Training Directorate released its vision through the 2014–17 Strategic Plan, *Education Capital: Leading the Nation*. The plan describes five priorities to increase education excellence in the ACT.  The application of the quality learning priority in the 2013-14 year saw ACT students continuing to achieve at high levels, both nationally and internationally. The ACT topped the nation in NAPLAN results and consistently had the highest levels of achievement of all Australian states and territories. ACT students continued to display a high level of student satisfaction with their studies and the highest retention rate to year 12, with 89 per cent of students graduating with a Year 12 Certificate.  The ACT demonstrated its commitment to the Australian Curriculum, with support given to all ACT schools by the Australian Curriculum Implementation Plan. Reporting on student progress for years 1 to 10 used National Achievement Standards for Phase 1 Curriculum subjects. The Digital Backpack supported teachers with a single sign-on access to the content and resources of the Australian Curriculum.  The ACT built the capacities of teachers and leaders in schools in a number of ways. Refocussed induction programs were delivered to over 470 new teachers. The acceleration of outstanding classroom teachers occurred through a rigorous three stage assessment program in alignment with the Australian Professional Standards for Teachers. High quality professional learning was developed for teachers to meet the specific needs of students, including gifted and talented students, students with learning difficulties and students for whom English is an Additional Language or Dialect. The Disability Standards for Education e-learning package was made available. The ongoing leadership program, *Accepting the Challenge*, raised cultural awareness and continued improvement of educational outcomes of Aboriginal and Torres Strait Islander students.  The priority of high expectations, high performance for all students resulted in 92 per cent of year 12 graduates being employed or studying after leaving school. Targeted programs addressed learning needs and met educational outcomes. Aboriginal and Torres Strait Islander students displaying high academic achievement, leadership potential and consistent engagement in their schooling from years 5 to 12 were assisted by the Student Aspirations Program. The release of the Gifted and Talented Students’ Policy enabled those students to meet their potential.  Partnership with families and engagement with the community continued as a priority with the introduction of online enrolment and a *Parents’ Guide to Enrolment*. The Transition Action Plan supported families and students with disabilities to transition across school sectors. |

|  |  |  |
| --- | --- | --- |
| **“** | **Northern Territory Government comments** | **”** |
| The role of the department is to deliver services to children and young people to maximise their educational outcomes, safety and wellbeing from their early years though to senior years of schooling. The Department’s Strategic Plan 2013—2015 — *Creating Success Together*; shapes the strategic initiatives and focus on achieving the best possible outcomes and pathways for children and young people in the Northern Territory.  A significant achievement in 2014 has been the completion of the review of Indigenous education in the Territory. The review report’s recommendations, covering all stages of education and education support, have shaped a 10-year Indigenous education strategy, *A Share in the Future*, to deliver clear and effective programs that are proven to make a difference for Indigenous students.  There is a strong focus on improving student attendance, particularly in remote and very remote schools, through targeted attendance and enrolment strategies. The Remote Schools Attendance Strategy, introduced in partnership with the Australian Government in 2014, has been implemented in 30 Northern Territory Government schools and has made progress on improving attendance.  Significant work on increasing school autonomy is underway with global school budgets to commence in all schools in 2015. Global school budgets will provide a simple, transparent and fair student needs-based funding model with greater flexibility for schools in allocating their resources. The introduction of independent public schools in 2015 will allow six selected schools to assume greater responsibly in the delivery of their education services.  A review of middle years schooling in 2014 has resulted in recommendations about structural frameworks; learning environments and behaviour management; curriculum delivery and subject offerings; middle years pedagogy; and assessment practices and influencing school culture. Implementation is planned to strengthen the quality, effectiveness and efficiency of education for students in their middle years of schooling in the Territory.  NAPLAN results in 2014 show stable performance with no significant changes at the jurisdiction level in mean scale scores compared to either 2013 or the 2008 base year. The results indicate a large gap in literacy and numeracy achievement between Indigenous students in the Northern Territory and Indigenous students elsewhere in Australia, and work under the *A Share in the Future* strategy is intended to address this through a range of targeted programs that will focus effort on sustained improvement.  A Teacher Performance Development Framework has been introduced to build teacher capacity to achieve enhanced student outcomes. The framework is aligned with the Australian Professional Standards for Teachers. An online system and resources support teachers at all stages of their careers to gather evidence and build portfolios to support registration processes, record professional development and plan career development. |

4.6 Definitions of key terms

|  |  |
| --- | --- |
| **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 10-12 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. |
| **Comparability** | Data are considered comparable if, (subject to caveats) they can be used to inform an assessment of comparative performance. Typically, data are considered comparable when they are collected in the same way and in accordance with the same definitions. For comparable indicators or measures, significant differences in reported results allow an assessment of differences in performance, rather than being the result of anomalies in the data. |
| **Completeness** | Data are considered complete if all required data are available for all jurisdictions that provide the service. |
| **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 MCEECDYA 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 time equivalent student** | Total government recurrent expenditure divided by the total number of FTE students. Expenditure is based on the National School Statistics Collection (SCSEEC unpublished), with adjustments for notional 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 2012-13 average expenditure per student, for example, the total expenditure figure is at 2012-13 but the total student number figure is the average of student numbers from 2012 and 2013. |
| **Aboriginal and Torres Strait Islander students** | Students of Aboriginal or Torres Strait Islander origin who identify as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions. For NAPLAN data, a student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. |
| **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. For NAPLAN data, a student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home. Separately, data are also sourced from the 2011 Census of Population and Housing. |
| **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. |
| **Socio-economic status** | As identified in footnotes to specific tables. |
| **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 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, ACT and the NT, pre-year 1 to year 7 in Qld, WA and SA. |
| **Student, secondary** | A student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania, ACT and the NT, and at year 8 in Queensland, WA, and SA. |
| **Students with disability** | Students included in the annual system reports to the Department of Education. 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). For the NT, Assistant Teachers in Homeland Learning Centres and community school are included as teaching staff. |
| **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. |
| **VET in Schools** | VET in Schools is a program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. The program may involve structured work placements and includes the options of a school-based apprenticeship and traineeship or VET subjects and courses. |

4.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by an ‘4A’ prefix (for example, table 4A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

|  |  |  |
| --- | --- | --- |
|  | | |
| **Table 4A.1** | Government schools: students, staff and school numbers | |
| **Table 4A.2** | Non-government schools: students, staff and school numbers | |
| **Table 4A.3** | All schools: students, staff and school numbers | |
| **Table 4A.4** | All schools: students time series, by sex | |
| **Table 4A.5** | Students as a proportion of the population, 2013 (per cent) | |
| **Table 4A.6** | Average FTE student population, by school sector | |
| **Table 4A.7** | Real Australian, State and Territory government recurrent expenditure (2012-13 dollars) ($'000) | |
| **Table 4A.8** | Nominal Australian, State and Territory government recurrent expenditure ($'000) | |
| **Table 4A.9** | Australian Government specific purpose payments for schools, 2012-13 | |
| **Table 4A.10** | Australian, State and Territory government recurrent expenditure on government schools, 2012-13 | |
| **Table 4A.11** | Comparability of government expenditure on government schools — items included, 2012-13 | |
| **Table 4A.12** | Real Australian, State and Territory government recurrent expenditure per student, government schools (2012-13 dollars) ($ per FTE student) | |
| **Table 4A.13** | Nominal Australian, State and Territory government recurrent expenditure per student, government schools ($ per FTE student) | |
| **Table 4A.14** | Australian, State and Territory government recurrent expenditure per student on government schools, 2012-13 ($ per FTE student) | |
| **Table 4A.15** | Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2012-13 dollars) ($ per FTE student) | |
| **Table 4A.16** | Nominal Australian, State and Territory government recurrent expenditure per student, non-government schools ($ per FTE student) | |
| **Table 4A.17** | Real Australian, State and Territory government recurrent expenditure per student, all schools (2012-13 dollars) ($ per FTE student) | |
| **Table 4A.18** | Nominal Australian, State and Territory government recurrent expenditure per student, all schools ($ per FTE student) | |
| **Table 4A.19** | Value of capital stock, government schools ($’000) | |
| **Table 4A.20** | Notional UCC per FTE student, government schools | |
| **Table 4A.21** | Treatment of assets by school education agencies | |
| **Table 4A.22** | Students-to-staff ratios, 2013 | |
| **Table 4A.23** | Students-to-staff ratios, teaching staff, all students | |
| **Table 4A.24** | Distribution of school sizes — government schools, 2013 (per cent) | |
| **Table 4A.25** | Distribution of school sizes — non-government schools, 2013 (per cent) | |
| **Table 4A.26** | Distribution of school sizes — all schools, 2013 (per cent) | |
| **Table 4A.27** | Full time student enrolments and schools (number) | |
| **Table 4A.28** | Change in number of schools and number of full time students, 2009–13 (per cent) | |
| **Table 4A.29** | Aboriginal and Torres Strait Islander full time students, 2013 | |
| **Table 4A.30** | Students from language backgrounds other than English as a proportion of all students (per cent) | |
| **Table 4A.31** | Funded students with disability, 2013 | |
| **Table 4A.32** | Student body mix, government schools (per cent) | |
| **Table 4A.33** | Student body mix, non-government schools (per cent) | |
| **Table 4A.34** | Student body mix, all schools (per cent) | |
| **Table 4A.35** | Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2013 (per cent) | |
| **Table 4A.36** | Proportion of students who achieved at or above the national minimum standard for reading, 2014 (per cent) | |
| **Table 4A.37** | Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2014 (per cent) | |
| **Table 4A.38** | Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2014 (per cent) | |
| **Table 4A.39** | Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) | |
| **Table 4A.40** | NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2014 (score points) | |
| **Table 4A.41** | NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2014 (score points) | |
| **Table 4A.42** | Participation rate in reading assessment, 2014, by Indigenous status (per cent) | |
| **Table 4A.43** | Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2014 (per cent) | |
| **Table 4A.44** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, NSW | |
| **Table 4A.45** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Victoria | |
| **Table 4A.46** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Queensland | |
| **Table 4A.47** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Western Australia | |
| **Table 4A.48** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, South Australia | |
| **Table 4A.49** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Tasmania | |
| **Table 4A.50** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory | |
| **Table 4A.51** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Northern Territory | |
| **Table 4A.52** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2013 to 2014, Australia | |
| **Table 4A.53** | Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points) | |
| **Table 4A.54** | Proportion of students who achieved at or above the national minimum standard for reading, 2013 (per cent) | |
| **Table 4A.55** | Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2013 (per cent) | |
| **Table 4A.56** | Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent) | |
| **Table 4A.57** | Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) | |
| **Table 4A.58** | NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2013 (score points) | |
| **Table 4A.59** | NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2013 (score points) | |
| **Table 4A.60** | Participation rate in reading assessment, 2013, by Indigenous status (per cent) | |
| **Table 4A.61** | Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2013 (per cent) | |
| **Table 4A.62** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, NSW | |
| **Table 4A.63** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Victoria | |
| **Table 4A.64** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Queensland | |
| **Table 4A.65** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Western Australia | |
| **Table 4A.66** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, South Australia | |
| **Table 4A.67** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Tasmania | |
| **Table 4A.68** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory | |
| **Table 4A.69** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Northern Territory | |
| **Table 4A.70** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and nature of differences, 2008 and 2012 to 2013, Australia | |
| **Table 4A.71** | Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points) | |
| **Table 4A.72** | Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2014 (per cent) | |
| **Table 4A.73** | Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2014 (per cent) | |
| **Table 4A.74** | Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (per cent) | |
| **Table 4A.75** | Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) | |
| **Table 4A.76** | NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2014 (score points) | |
| **Table 4A.77** | NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2014 (score points) | |
| **Table 4A.78** | Participation rate in persuasive writing assessment, 2014, by Indigenous status (per cent) | |
| **Table 4A.79** | Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2014 (per cent) | |
| **Table 4A.80** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, NSW | |
| **Table 4A.81** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Victoria | |
| **Table 4A.82** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Queensland | |
| **Table 4A.83** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Western Australia | |
| **Table 4A.84** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, South Australia | |
| **Table 4A.85** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Tasmania | |
| **Table 4A.86** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and and nature of differences, 2011 and 2013 to 2014, Australian Capital Territory | |
| **Table 4A.87** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Northern Territory | |
| **Table 4A.88** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2011 and 2013 to 2014, Australia | |
| **Table 4A.89** | Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2012-2014 (score points) | |
| **Table 4A.90** | Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2013 (per cent) | |
| **Table 4A.91** | Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2013 (per cent) | |
| **Table 4A.92** | Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (per cent) | |
| **Table 4A.93** | Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) | |
| **Table 4A.94** | NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2013 (score points) | |
| **Table 4A.95** | NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2013 (score points) | |
| **Table 4A.96** | Participation rate in persuasive writing assessment, 2013, by Indigenous status (per cent) | |
| **Table 4A.97** | Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2013 (per cent) | |
| **Table 4A.98** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, NSW | |
| **Table 4A.99** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Victoria | |
| **Table 4A.100** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Queensland | |
| **Table 4A.101** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Western Australia | |
| **Table 4A.102** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, South Australia | |
| **Table 4A.103** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011, 2012 and 2013, Tasmania | |
| **Table 4A.104** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory | |
| **Table 4A.105** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Northern Territory | |
| **Table 4A.106** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and nature of differences, 2008 and 2012 to 2013, Australia | |
| **Table 4A.107** | Mean scale score gain for persuasive writing, years 3-5, 5-7 and 7-9, 2011-2013 (score points) | |
| **Table 4A.108** | Proportion of students who achieved at or above the national minimum standard for numeracy, 2014 (per cent) | |
| **Table 4A.109** | Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2014 (per cent) | |
| **Table 4A.110** | Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2014 (per cent) | |
| **Table 4A.111** | Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2014 (score points) | |
| **Table 4A.112** | NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2014 (score points) | |
| **Table 4A.113** | NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2014 (score points) | |
| **Table 4A.114** | Participation rate in numeracy assessment, 2014, by Indigenous status (per cent) | |
| **Table 4A.115** | Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2014 (per cent) | |
| **Table 4A.116** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, NSW | |
| **Table 4A.117** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Victoria | |
| **Table 4A.118** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Queensland | |
| **Table 4A.119** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Western Australia | |
| **Table 4A.120** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, South Australia | |
| **Table 4A.121** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Tasmania | |
| **Table 4A.122** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australian Capital Territory | |
| **Table 4A.123** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Northern Territory | |
| **Table 4A.124** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2013 to 2014, Australia | |
| **Table 4A.125** | Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012-2014 (score points) | |
| **Table 4A.126** | Proportion of students who achieved at or above the national minimum standard for numeracy, 2013 (per cent) | |
| **Table 4A.127** | Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2013 (per cent) | |
| **Table 4A.128** | Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent) | |
| **Table 4A.129** | Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2013 (score points) | |
| **Table 4A.130** | NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2013 (score points) | |
| **Table 4A.131** | NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2013 (score points) | |
| **Table 4A.132** | Participation rate in numeracy assessment, 2013, by Indigenous status (per cent) | |
| **Table 4A.133** | Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2013 (per cent) | |
| **Table 4A.134** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, NSW | |
| **Table 4A.135** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Victoria | |
| **Table 4A.136** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Queensland | |
| **Table 4A.137** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Western Australia | |
| **Table 4A.138** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, South Australia | |
| **Table 4A.139** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Tasmania | |
| **Table 4A.140** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australian Capital Territory | |
| **Table 4A.141** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and and nature of differences, 2008 and 2012 to 2013, Northern Territory | |
| **Table 4A.142** | Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and nature of differences, 2008 and 2012 to 2013, Australia | |
| **Table 4A.143** | Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2009-2011-2013 (score points) | |
| **Table 4A.144** | Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program (per cent) and statistical significance of differences between testing years | |
| **Table 4A.145** | Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program, by geolocation, Australia (per cent) | |
| **Table 4A.146** | Proportion of year 6 students achieving at or above the proficient standard in science literacy performance in the National Assessment Program, by equity group, Australia (per cent) | |
| **Table 4A.147** | Average performance of year 6 students in science literacy domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time | |
| **Table 4A.148** | Average performance of year 6 students in science literacy in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year | |
| **Table 4A.149** | Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program (per cent) and statistical significance of differences between testing years | |
| **Table 4A.150** | Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by geolocation, Australia (per cent) | |
| **Table 4A.151** | Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) | |
| **Table 4A.152** | Average performance of years 6 and 10 students in Civics and citizenship domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time | |
| **Table 4A.153** | Average performance of year 6 and 10 students in Civics and citizenship in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year | |
| **Table 4A.154** | Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program (per cent) and statistical significance of differences between testing years | |
| **Table 4A.155** | Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program, by geolocation, Australia (per cent) | |
| **Table 4A.156** | Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technologies performance in the National Assessment Program, by equity group, Australia (per cent) | |
| **Table 4A.157** | Average performance of years 6 and 10 students in information and communication technologies domain in the National Assessment Program (mean score) and statistical significance of any difference within jurisdictions over time | |
| **Table 4A.158** | Average performance of year 6 and 10 students in information and communication technologies in the National Assessment Program (mean score) and statistical significance of any difference across jurisdictions within each year | |
| **Table 4A.159** | Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments (per cent) | |
| **Table 4A.160** | Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) | |
| **Table 4A.161** | Proportion of 15 year old secondary students achieving at or above level 3 of the overall reading literacy scale in PISA assessments, Australia, by SES (per cent) | |
| **Table 4A.162** | Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall reading literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 | |
| **Table 4A.163** | Mean scores for reading literacy and statistical significance of differences between PISA surveys | |
| **Table 4A.164** | Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments (per cent) | |
| **Table 4A.165** | Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments, by equity group (per cent) | |
| **Table 4A.166** | Proportion of 15 year old secondary students achieving at or above level 3 of the overall mathematical literacy scale in PISA assessments, Australia, by SES (per cent) | |
| **Table 4A.167** | Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall mathematical literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 | |
| **Table 4A.168** | Mean scores for mathematical literacy and statistical significance of differences between PISA surveys | |
| **Table 4A.169** | Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments (per cent) | |
| **Table 4A.170** | Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments, by equity group (per cent) | |
| **Table 4A.171** | Proportion of 15 year old secondary students achieving at or above level 3 of the overall scientific literacy scale in PISA assessment, Australia, by SES (per cent) | |
| **Table 4A.172** | Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall scientific literacy scale in PISA assessment (per cent), mean scores and statistical difference of mean score performance, 2012 | |
| **Table 4A.173** | Mean scores for scientific literacy and statistical significance of differences between PISA surveys | |
| **Table 4A.174** | Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments | |
| **Table 4A.175** | Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in mathematics achievement in TIMSS assessments | |
| **Table 4A.176** | Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments | |
| **Table 4A.177** | Proportion of year 8 students achieving at or above the intermediate international benchmark (per cent), and significance of difference over time for mean scores and proportions at and above the intermediate international benchmark in science achievement in TIMSS assessments | |
| **Table 4A.178** | Proportion of year 4 and year 8 students achieving at or above the intermediate international benchmark (per cent); and mean scores in mathematics achievement and science achievement in TIMSS 2011 assessments by equity group, Australia (per cent) | |
| **Table 4A.179** | Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments | |
| **Table 4A.180** | Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments by equity group, Australia | |
| **Table 4A.181** | Proportion of year 8 students achieving at various levels (per cent) and mean scores for 2013 IEA International Computer and Information Literacy Study assessment | |
| **Table 4A.182** | Mean scores of year 8 students for 2013 IEA International Computer and Information Literacy Study assessment, by equity group | |
| **Table 4A.183** | Proportion of children aged 6–15 years enrolled in school | |
| **Table 4A.184** | School participation rates by age and sex of students, all schools, 2013 (per cent) | |
| **Table 4A.185** | School participation rates by age of students, all students, all schools (per cent) | |
| **Table 4A.186** | Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2013 (per cent) | |
| **Table 4A.187** | Apparent retention rates of secondary students from years 10–12 (per cent) | |
| **Table 4A.188** | Apparent retention rates of full time secondary students, all schools (per cent) | |
| **Table 4A.189** | Apparent retention rates of full time secondary students, government schools (per cent) | |
| **Table 4A.190** | Apparent retention rates of full time secondary students, non-government schools (per cent) | |
| **Table 4A.191** | Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) | |
| **Table 4A.192** | Completion rates, year 12, by locality and sex, all schools (per cent) | |
| **Table 4A.193** | School leaver destination by highest level of school completed (15-24 year olds), 2013 | |
| **Table 4A.194** | Study and employment destination for 15-19 and 20-24 year olds not in school education, by highest year of school completed and post school qualification, 2011 | |
| **Table 4A.195** | School leaver destination by highest level of school completed (15-24 year olds), 2013 | |
| **Table 4A.196** | 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above | |
| **Table 4A.197** | Student attendance rates, government schools, by sex, 2013 (per cent) | |
| **Table 4A.198** | Student attendance rates, government schools, by Indigenous status, 2013 (per cent) | |
| **Table 4A.199** | Student attendance rates, independent schools, by sex, 2013 (per cent) | |
| **Table 4A.200** | Student attendance rates, independent schools, by Indigenous status, 2013 (per cent) | |
| **Table 4A.201** | Student attendance rates, Catholic schools, by sex, 2013 (per cent) | |
| **Table 4A.202** | Student attendance rates, Catholic schools, by Indigenous status, 2013 (per cent) | |

## 4.8 References

ABS (Australian Bureau of Statistics) 2014, *Schools Australia, 2013*, Cat. no. 4221.0, Canberra.

ACARA (Australian Curriculum and Assessment Reporting Authority), 2013, *National Report on Schooling in Australia 2011,* Sydney

—— 2014a, *National Assessment Program — Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2014,* Sydney.

—— 2014b *National Assessment Program — Civics and citizenship Year 6 and 10 Report 2013,* Sydney.

ACER (Australian Council for Educational Research), 2012a, *Preparing Australian Students for the Digital World: Results from the PISA 2009 Digital Reading Literacy Assessment* http://www.acer.edu.au/documents/PISA2009\_PreparingAustralianStudents  
ForTheDigitalWorld.pdf accessed 21 November 2012

—— 2012b, *Highlights from TIMSS & PIRLS 2011 from Australia’s perspective* http://www.acer.edu.au/documents/TIMSS-PIRLS\_Australian-Highlights.pdf accessed 12 December 2012

—— 2013, *PISA in Brief –Highlights from the full Australian Report: Challenges for Australian Education: Results from PISA 2012*, Melbourne.

—— 2014a, *ICILS 2013: Australian students’ readiness for study, work and life in the digital age*, Melbourne.

—— 2014b, *Financing the future: Australian students’ results in the PISA 2012 Financial Literacy assessment,* Melbourne.

—— 2014c, *Thinking it through: Australian students’ skills in creative problem solving,* Melbourne.

MCEETYA (Ministerial Council on Education, Employment, Training and Youth Affairs) 2008, Melbourne Declaration on Educational Goals for Young Australians, Melbourne, www.mceecdya.edu.au/mceecdya/melbourne\_declaration,25979.html (accessed 10 December 2010).

NCVER (National Council for Vocational Education and Research) 2013, *Australian Vocational education and training statistics: Young people in education and training 2012,* Adelaide.

1. Following agreement by the Council of Australian Governments (COAG), in 2014 the Education Council replaced the Standing Council for School Education and Early Childhood (SCSEEC) (formerly the Ministerial Council for Education, Early Childhood Development and Youth Affairs [MCEECDYA]). [↑](#footnote-ref-1)
2. 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. [↑](#footnote-ref-2)
3. The Melbourne Declaration replaced the Adelaide Declaration (MCEETYA 1999), released in 1999. Some years of data reported in this chapter coincide with the operation of the Adelaide Declaration. However, the performance indicators reported are consistent with both the Adelaide and Melbourne Declarations. [↑](#footnote-ref-3)