

3A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 3.6 of the Report on Government Services 2007 (2007 Report). Data in this Report are examined by the School Education Working Group, but have not been formally audited by the Secretariat. Unsourced information was obtained from the Australian, State and Territory governments.

Attachment contents

Table 3A.1	Australian Government specific purpose payments for schools, 2004-05
Table 3A.2	Indigenous full time students, 2005
Table 3A.3	Students from language backgrounds other than English as a proportion of all students (per cent)
Table 3A.4	Student body mix, government schools (per cent)
Table 3A.5	Student body mix, non-government schools (per cent)
Table 3A.6	Student body mix, all schools (per cent)
Table 3A.7	Proportion of year 3 students who achieved the reading benchmark, 2001 (per cent)
Table 3A.8	Proportion of year 5 students who achieved the reading benchmark, 2001 (per cent)
Table 3A.9	Proportion of year 7 students who achieved the reading benchmark, 2001 (per cent)
Table 3A.10	Exemptions, absences and participation of equity groups in reading testing, 2001 (per cent)
Table 3A.11	Proportion of year 3 students who achieved the writing benchmark, 2001 (per cent)
Table 3A.12	Proportion of year 5 students who achieved the writing benchmark, 2001 (per cent)
Table 3A.13	Proportion of year 7 students who achieved the writing benchmark, 2001 (per cent)
Table 3A.14	Exemptions, absences and participation of equity groups in writing testing, 2001 (per cent)
Table 3A.15	Proportion of year 3 students who achieved the numeracy benchmark, 2001 (per cent)
Table 3A.16	Proportion of year 5 students who achieved the numeracy benchmark, 2001 (per cent)
Table 3A.17	Proportion of year 7 students who achieved the numeracy benchmark, 2001 (per cent)
Table 3A.18	Exemptions, absences and participation of equity groups in numeracy testing, 2001 (per cent)
Table 3A.19	Proportion of year 3 students who achieved the reading benchmark, 2002 (per cent)
Table 3A.20	Proportion of year 5 students who achieved the reading benchmark, 2002 (per cent)
Table 3A.21	Proportion of year 7 students who achieved the reading benchmark, 2002 (per cent)
Table 3A.22	Exemptions, absences and participation of equity groups in reading testing, 2002 (per cent)
Table 3A.23	Proportion of year 3 students who achieved the writing benchmark, 2002 (per cent)
Table 3A.24	Proportion of year 5 students who achieved the writing benchmark, 2002 (per cent)
Table 3A.25	Proportion of year 7 students who achieved the writing benchmark, 2002 (per cent)
Table 3A.26	Exemptions, absences and participation of equity groups in writing testing, 2002 (per cent)

Attachment contents

Table 3A.27	Proportion of year 3 students who achieved the numeracy benchmark, 2002 (per cent)
Table 3A.28	Proportion of year 5 students who achieved the numeracy benchmark, 2002 (per cent)
Table 3A.29	Proportion of year 7 students who achieved the numeracy benchmark, 2002 (per cent)
Table 3A.30	Exemptions, absences and participation of equity groups in numeracy testing, 2002 (per cent)
Table 3A.31	Proportion of year 3 students who achieved the reading benchmark, 2003 (per cent)
Table 3A.32	Proportion of year 5 students who achieved the reading benchmark, 2003 (per cent)
Table 3A.33	Proportion of year 7 students who achieved the reading benchmark, 2003 (per cent)
Table 3A.34	Exemptions, absences and participation by equity group in reading testing, 2003 (per cent)
Table 3A.35	Proportion of year 3 students who achieved the writing benchmark, 2003 (per cent)
Table 3A.36	Proportion of year 5 students who achieved the writing benchmark, 2003 (per cent)
Table 3A.37	Proportion of year 7 students who achieved the writing benchmark, 2003 (per cent)
Table 3A.38	Exemptions, absences and participation by equity group in writing testing, 2003 (per cent)
Table 3A.39	Proportion of year 3 students who achieved the numeracy benchmark, 2003 (per cent)
Table 3A.40	Proportion of year 5 students who achieved the numeracy benchmark, 2003 (per cent)
Table 3A.41	Proportion of year 7 students who achieved the numeracy benchmark, 2003 (per cent)
Table 3A.42	Exemptions, absences and participation by equity group in numeracy testing, 2003 (per cent)
Table 3A.43	Proportion of year 3 students who achieved the reading benchmark, 2004 (per cent)
Table 3A.44	Proportion of year 5 students who achieved the reading benchmark, 2004 (per cent)
Table 3A.45	Proportion of year 7 students who achieved the reading benchmark, 2004 (per cent)
Table 3A.46	Exemptions, absences and participation by equity group in reading testing, 2004 (per cent)
Table 3A.47	Proportion of year 3 students who achieved the writing benchmark, 2004 (per cent)
Table 3A.48	Proportion of year 5 students who achieved the writing benchmark, 2004 (per cent)
Table 3A.49	Proportion of year 7 students who achieved the writing benchmark, 2004 (per cent)
Table 3A.50	Exemptions, absences and participation by equity group in writing testing, 2004 (per cent)

Attachment contents

Table 3A.51	Proportion of year 3 students who achieved the numeracy benchmark, 2004 (per cent)
Table 3A.52	Proportion of year 5 students who achieved the numeracy benchmark, 2004 (per cent)
Table 3A.53	Proportion of year 7 students who achieved the numeracy benchmark, 2004 (per cent)
Table 3A.54	Exemptions, absences and participation by equity group in numeracy testing, 2004 (per cent)
Table 3A.55	Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group, 2003 (per cent)
Table 3A.56	Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia, 2004 (per cent)
Table 3A.57	Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy, by equity group (per cent)
Table 3A.58	Proportion of students achieving level 3 or above in the overall reading literacy scale, by equity group (per cent)
Table 3A.59	Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy, by equity group (per cent)
Table 3A.60	Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, by equity group (per cent)
Table 3A.61	Proportion of 15 year old secondary students achieving at or above the OECD mean for problem solving, by equity group, 2003 (per cent)
Table 3A.62	Apparent retention rates of full time secondary students to years 10–12, 2005 (per cent)
Table 3A.63	Apparent retention rates of secondary students from years 10–12, 2005 (per cent)
Table 3A.64	Apparent retention rates of full time secondary students, government schools (per cent)
Table 3A.65	Apparent retention rates of full time secondary students, non-government schools (per cent)
Table 3A.66	Apparent retention rates of full time secondary students, all schools (per cent)

Table 3A.1

Table 3A.1 Australian Government specific purpose payments for schools, 2004-05 (a)This page has changed since the Report was released in January 2007. See errata at <http://www.pc.gov.au/gsp/reports/rogs/2007>.

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Government schools										
General recurrent	\$'000	554 236	405 763	346 878	166 718	121 408	46 596	26 949	21 327	1 689 874
Targeted	\$'000	143 758	88 886	62 396	33 650	33 762	10 894	3 808	7 614	384 770
Indigenous programs	\$'000	1 373	666	21 846	703	4 884	2 592	668	9 229	41 960
Total recurrent	\$'000	699 367	495 315	431 119	201 072	160 054	60 082	31 425	38 171	2 116 604
Capital	\$'000	85 488	61 016	50 708	26 262	19 139	6 972	4 174	3 245	257 004
Total recurrent and capital	\$'000	784 855	556 331	481 827	227 334	179 193	67 054	35 599	41 416	2 373 608
FTE students (b)	no.	743 543	538 116	451 565	229 891	168 364	61 911	35 649	28 895	2 257 933
\$/FTE student	\$	1 056	1 034	1 067	989	1 064	1 083	999	1 433	1 051
Non-government schools										
General recurrent	\$'000	1 520 880	1 195 545	867 601	449 710	364 688	94 621	88 939	38 435	4 620 419
Targeted	\$'000	75 485	53 148	30 016	16 601	16 882	3 400	3 078	2 370	200 981
Indigenous programs (c)	\$'000	3 856	896	2 011	1 932	285	270	82	1 339	10 671
Total recurrent	\$'000	1 600 221	1 249 589	899 628	468 243	381 855	98 292	92 099	42 144	4 832 072
Capital	\$'000	33 672	26 775	17 900	9 797	7 602	2 135	2 264	4 838	104 984
Total recurrent and capital	\$'000	1 633 894	1 276 364	917 528	478 041	389 457	100 426	94 363	46 983	4 937 056
FTE students (b)	no.	365 283	287 947	193 328	108 223	83 985	21 753	24 206	8 773	1 093 497
\$/FTE student	\$	4 473	4 433	4 746	4 417	4 637	4 617	3 898	5 355	4 515
Joint programs										
Total	\$'000	2 962	2 042	1 526	503	499	278	485	2 004	10 300
FTE students (b)	no.	1 108 826	826 063	644 893	338 113	252 348	83 663	59 855	37 668	3 351 429
\$/FTE student	\$	3	2	2	1	2	3	8	53	3

Table 3A.1

Table 3A.1 **Australian Government specific purpose payments for schools, 2004-05 (a)**

This page has changed since the Report was released in January 2007. See errata at <http://www.pc.gov.au/gsp/reports/rogs/2007>.

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
All schools										
Total recurrent	\$'000	2 302 550	1 746 946	1 332 274	669 818	542 408	158 652	124 008	82 319	6 958 975
Total recurrent and capital	\$'000	2 421 710	1 834 736	1 400 882	705 877	569 149	167 759	130 447	90 403	7 320 963
FTE students (b)	no.	1 108 826	826 063	644 893	338 113	252 348	83 663	59 855	37 668	3 351 429
\$/FTE student	\$	2 184	2 221	2 172	2 088	2 255	2 005	2 179	2 400	2 184

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

(b) Students are the full time equivalent average for 2004 and 2005.

(c) From 2004-05, the non-government element of the IESIP programme is no longer classified as an SPP, but has been included here for consistency with earlier Reports. The Indigenous Education (Targeted Assistance) Act 2000 (the Act) appropriates funds on a calendar year basis and allows for payments to be made over an 18 month period. While there was an under expense in 2004-05, the budget was rolled over into 2005-06, and funding will be expended within the 18 month period allowed by the legislation. The delays in expenditure were due, in part, to extended negotiation with some 20 major and 230 minor education providers in reaching agreements for the 2005-2008 quadrennium.

Source: Department of Education, Science and Training (DEST) (unpublished); ABS 2005, *Schools Australia* 2004, Cat. no. 4221.0, Canberra; ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0, Canberra; 2007 Report, table 3A.6.

Table 3A.2

Table 3A.2 Indigenous full time students, 2005

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total Indigenous students										
Government schools	no.	35 923	6 931	32 944	17 369	6 994	4 618	921	11 751	117 451
Non-government schools	no.	4 204	746	5 024	3 604	820	571	181	2 496	17 646
All schools	no.	40 127	7 677	37 968	20 973	7 814	5 189	1 102	14 247	135 097
Total students										
Government schools	no.	740 439	536 635	450 964	228 817	164 714	60 605	35 359	28 554	2 246 087
Non-government schools	no.	367 247	289 312	196 290	109 483	84 711	21 899	24 291	8 819	1 102 052
All schools	no.	1 107 686	825 947	647 254	338 300	249 425	82 504	59 650	37 373	3 348 139
Indigenous students as a proportion of all students										
Government schools	%	4.9	1.3	7.3	7.6	4.2	7.6	2.6	41.2	5.2
Non-government schools	%	1.1	0.3	2.6	3.3	1.0	2.6	0.7	28.3	1.6
All schools	%	3.6	0.9	5.9	6.2	3.1	6.3	1.8	38.1	4.0

Source: ABS 2006, *Schools Australia 2005*, Cat. no. 4221.0; 2007 Report, table 3A.19.

Table 3A.3

Table 3A.3 **Students from language backgrounds other than English as a proportion of all students (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Government schools								
1991	24.2	26.2	12.7	19.7	17.9	6.7	24.0	32.4
1996	23.4	23.5	12.1	17.1	15.2	5.8	21.9	32.8
2001	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Non-government schools								
1991	na	na	na	na	na	na	na	na
1996	na	na	na	na	na	na	na	na
2001	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
All schools								
1991	na	na	na	na	na	na	na	na
1996	26.1	27.3	13.4	20.2	17.9	7.2	22.4	33.0
2001	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8

(a) Number LBOTE students and number of all students.

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

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

(d) The DEST definition of students from a non-English speaking background is one used for allocating an element of Australian Government targeted program funds. It may not be the same as definitions adopted by individual jurisdictions.

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

na Not available.

Source: DEST (unpublished) based on the ABS (1991, 1996, 2001) Census of Population and Housing; 2007 Report, table 3A.20.

Table 3A.4

Table 3A.4 Student body mix, government schools (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2001								
LBOTE (a)	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Indigenous students	4.1	1.1	6.5	6.4	3.6	6.7	2.1	38.3
Students with disabilities (b)	4.2	3.6	3.5	3.4	6.6	4.8	3.8	16.2
Seniority profile (c)	10.4	11.6	12.1	12.3	11.1	12.6	16.0	8.0
Government students as % of all students	68.7	65.8	71.2	70.3	69.3	74.9	62.6	77.1
2002								
LBOTE (a)	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Indigenous students	4.4	1.1	6.6	6.9	3.8	7.0	2.3	38.5
Students with disabilities (b)	4.4	3.9	3.3	3.1	7.0	4.8	3.8	16.0
Seniority profile (c)	10.6	11.7	12.2	12.2	11.1	12.4	16.0	8.8
Government students as % of all students	68.2	65.5	71.0	69.7	68.3	74.7	61.5	77.0
2003								
LBOTE (a)	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Indigenous students	4.5	1.1	6.9	7.2	3.9	7.2	2.3	40.0
Students with disabilities (b)	4.8	4.0	3.4	3.1	7.5	4.8	4.2	16.0
Seniority profile (c)	10.6	11.7	12.0	11.7	11.2	11.0	16.0	9.1
Government students as % of all students	67.7	65.4	70.7	68.9	67.5	74.2	60.8	76.9
2004								
LBOTE (a)	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Indigenous students	4.7	1.2	7.0	7.4	4.1	7.4	2.5	40.2
Students with disabilities (b)	5.0	4.3	3.5	3.2	7.8	4.8	4.5	15.0
Seniority profile (c)	10.5	11.7	11.9	11.7	11.2	9.8	15.7	9.9
Government students as % of all students	67.2	65.2	70.2	68.4	66.7	74.1	59.9	76.5
2005								
LBOTE (a)	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
Indigenous students	4.9	1.3	7.3	7.6	4.2	7.6	2.6	41.2
Students with disabilities (b)	5.2	4.6	3.8	3.1	8.3	4.9	4.7	12.6
Seniority profile (c)	10.4	11.7	11.9	5.6	11.5	10.7	15.8	9.6
Government students as % of all students	66.8	65.0	69.7	67.6	66.0	73.5	59.3	76.4

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

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

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

Table 3A.4 **Student body mix, government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Source:	ABS 2002, <i>Schools Australia</i> 2001, Cat. no. 4221.0; ABS 2003, <i>Schools Australia</i> 2002, Cat. no. 4221.0; ABS 2004, <i>Schools Australia</i> 2003, Cat. no. 4221.0; ABS 2005, <i>Schools Australia</i> 2004, Cat. no. 4221.0; ABS 2006, <i>Schools Australia</i> 2005, Cat. no. 4221.0; DEST (unpublished); 2007 Report, table 3A.22.							

Table 3A.5

Table 3A.5 Student body mix, non-government schools (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2001								
LBOTE (a)	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
Indigenous students	0.9	0.2	2.3	3.3	0.7	2.4	0.9	26.6
Students with disabilities (b)	2.5	1.7	1.3	1.4	3.1	1.5	1.2	1.9
Seniority profile (c)	13.4	15.4	18.2	16.9	15.5	14.1	13.5	8.0
Non-government students as % of all students	31.3	34.2	28.8	29.7	30.7	25.1	37.4	22.9
2002								
LBOTE (a)	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
Indigenous students	0.9	0.2	2.4	3.4	0.8	2.5	0.8	26.7
Students with disabilities (b)	2.6	1.9	1.3	1.3	3.2	1.5	1.1	2.0
Seniority profile (c)	13.6	15.6	18.2	16.3	15.5	14.2	14.0	7.5
Non-government students as % of all students	31.8	34.5	29.0	30.3	31.7	25.3	38.5	23.0
2003								
LBOTE (a)	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
Indigenous students	1.0	0.2	2.5	3.3	0.8	2.4	0.8	27.2
Students with disabilities (b)	2.7	2.0	1.4	1.4	3.1	1.5	1.3	1.7
Seniority profile (c)	13.7	15.7	18.1	16.4	15.1	14.0	24.9	7.3
Non-government students as % of all students	32.3	34.6	29.3	31.1	32.5	25.8	39.2	23.1
2004								
LBOTE (a)	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
Indigenous students	1.0	0.2	2.5	3.2	0.9	2.5	0.9	27.3
Students with disabilities (b)	2.8	2.2	1.5	1.5	3.1	1.5	1.3	1.9
Seniority profile (c)	13.7	15.8	17.9	16.7	14.9	13.4	13.4	8.0
Non-government students as % of all students	32.8	34.8	29.8	31.6	33.3	26.2	40.1	23.5
2005								
LBOTE (a)	29.9	31.5	14.6	24.1	20	9.1	21.4	27.5
Indigenous students	1.1	0.3	2.6	3.3	1.0	2.6	0.7	28.3
Students with disabilities (b)	2.9	2.4	1.6	1.6	3.0	1.6	1.3	2.0
Seniority profile (c)	14.0	15.9	17.7	16.8	15.2	13.0	14.0	8.1
Non-government students as % of all students	33.2	35.0	30.3	32.4	34.0	26.5	40.7	23.6

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

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

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

na Not available.

Table 3A.5 **Student body mix, non-government schools (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Source:	ABS 2002, <i>Schools Australia</i> 2001, Cat. no. 4221.0; ABS 2003, <i>Schools Australia</i> 2002, Cat. no. 4221.0; ABS 2004, <i>Schools Australia</i> 2003, Cat. no. 4221.0; ABS 2005, <i>Schools Australia</i> 2004, Cat. no. 4221.0; ABS 2006, <i>Schools Australia</i> 2005, Cat. no. 4221.0; DEST (unpublished); 2007 Report, table 3A.23.							

Table 3A.6

Table 3A.6 Student body mix, all schools (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
2001								
LBOTE (a)	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
Indigenous students	3.1	0.8	5.3	5.5	2.7	5.6	1.6	35.6
Students with disabilities (b)	3.7	3.0	2.9	2.8	5.5	3.9	2.8	12.9
Seniority profile (c)	11.3	12.9	13.9	13.7	12.5	13.0	15.1	8.0
2002								
LBOTE (a)	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
Indigenous students	3.3	0.8	5.4	5.8	2.8	5.9	1.7	35.8
Students with disabilities (b)	3.8	3.2	2.7	2.6	5.8	4.0	2.8	12.8
Seniority profile (c)	11.5	13.0	14.0	13.4	12.5	12.8	15.3	8.5
2003								
LBOTE (a)	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
Indigenous students	3.4	0.8	5.6	6.0	2.9	6.0	1.7	37.1
Students with disabilities (b)	4.1	3.3	2.8	2.6	6.1	4.0	3.0	12.7
Seniority profile (c)	11.6	13.1	13.8	13.2	12.5	11.8	19.5	8.7
2004								
LBOTE (a)	25.6	25.3	12.2	18	15.2	5.9	20.9	31.8
Indigenous students	3.5	0.9	5.7	6.1	3.0	6.1	1.8	37.2
Students with disabilities (b)	4.3	3.6	2.9	2.6	6.2	4.0	3.2	11.9
Seniority profile (c)	11.6	13.1	13.7	13.2	12.5	10.8	14.8	9.5
2005								
LBOTE (a)	25.6	25.3	12.2	18	15.2	5.9	20.9	31.8
Indigenous students	3.6	0.9	5.9	6.2	3.1	6.3	1.8	38.1
Students with disabilities (b)	4.4	3.8	3.1	2.6	6.5	4.0	3.3	10.1
Seniority profile (c)	11.6	13.2	13.7	9.2	12.8	11.3	15.1	9.2

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

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

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

Source: ABS 2002, *Schools Australia* 2001, Cat. no. 4221.0; ABS 2003, *Schools Australia* 2002, Cat. no. 4221.0; ABS 2004, *Schools Australia* 2003, Cat. no. 4221.0; ABS 2005, *Schools Australia* 2004, Cat. no. 4221.0; ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0; DEST (unpublished); 2007 Report, table 3A.24.

Table 3A.7

Table 3A.7 Proportion of year 3 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	91.3 ± 1.8	89.7 ± 2.4	92.9 ± 1.6	79.2 ± 4.5	91.4 ± 1.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria (g)	89.0 ± 2.2	86.5 ± 2.7	91.4 ± 2.1	64.3 ± 5.3	86.0 ± 2.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	89.0 ± 2.5	87.1 ± 3.0	91.5 ± 2.2	71.6 ± 5.1	87.4 ± 2.9
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	95 ± 1.5	93.9 ± 1.9	96.1 ± 1.4	83.5 ± 5.1	94.5 ± 1.8
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	87.7 ± 2.5	85.0 ± 3.0	90.4 ± 2.3	61.7 ± 5.9	84.5 ± 2.6
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	95.1 ± 1.3	93.8 ± 1.7	96.4 ± 1.2	92.6 ± 3.4	96.0 ± 2.5
1. 9 years, 2 months					
2. 3 years, 7 months					
ACT	95.1 ± 0.8	93.2 ± 1.3	97.1 ± 0.7	89.8 ± 4.9	92.4 ± 2.0
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	68.0 ± 2.2	64.1 ± 2.9	72.3 ± 2.7	29.2 ± 3.3	34.7 ± 3.6
1. 8 years, 10 months					
2. 3 years, 6 months					
Australia	90.3 ± 2.0	88.4 ± 2.6	92.3 ± 1.9	72 ± 4.8	88.6 ± 2.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.29 (2007 Report) contains details of test populations in all states and territories.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.10. Readers are urged to be cautious when comparing results.
- (c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.
- (d) The typical average age of students at the time of testing (expressed in years and months).
- (e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).
- (f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at the 2007 Report, section 3.6. Table 3A.10 contains more information.
- (g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Table 3A.7 Proportion of year 3 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2007 Report, table 3A.26.

Table 3A.8

Table 3A.8 Proportion of year 5 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	92.0 ± 1.2	90.5 ± 1.5	93.5 ± 1.1	76.6 ± 3.2	90.6 ± 1.5
1. 10 years, 9 months					
2. 5 years, 7 months					
Victoria (g)	90.9 ± 1.2	88.7 ± 1.7	93.1 ± 1.1	71.7 ± 4.0	87.8 ± 2.0
1. 10 years, 11 months					
2. 5 years, 7 months					
Queensland	83 ± 1.6	80.1 ± 2.0	86.3 ± 1.5	57.3 ± 3.4	76 ± 2.4
1. 10 years, 4 months					
2. 4 years, 8 months					
WA	94.5 ± 1.0	93.2 ± 1.3	95.9 ± 0.9	77.9 ± 4.3	92.2 ± 1.7
1. 10 years, 2 months					
2. 4 years, 7 months					
SA	89.0 ± 1.3	86.5 ± 1.7	91.6 ± 1.3	62.9 ± 4.5	87.0 ± 1.8
1. 10 years, 6 months					
2. 5 years, 3 months					
Tasmania	94.4 ± 0.9	92.2 ± 1.4	96.6 ± 0.8	91.5 ± 2.9	93.5 ± 3.0
1. 11 years, 2 months					
2. 5 years, 7 months					
ACT	94.6 ± 0.8	92.9 ± 0.8	96.4 ± 0.7	82.3 ± 7.9	91.9 ± 2.4
1. 10 years, 8 months					
2. 5 years, 6 months					
NT	71.5 ± 2.2	71.0 ± 2.7	72.2 ± 2.7	34.5 ± 3.6	34.4 ± 3.6
1. 10 years, 8 months					
2. 5 years, 3 months					
Australia	89.8 ± 1.3	87.8 ± 1.6	92 ± 1.2	66.9 ± 3.6	87.7 ± 1.8

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.29 (2007 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.10. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at the 2007 Report, section 3.6. Table 3A.10 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Table 3A.8 Proportion of year 5 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2007 Report, table 3A.27.

Table 3A.9

Table 3A.9 Proportion of year 7 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	88.0 ± 0.9	85.1 ± 1.1	91.0 ± 0.8	65.6 ± 2.3	86.4 ± 1.1
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	91.5 ± 0.5	89.6 ± 0.7	93.6 ± 0.6	73.5 ± 5.1	88.2 ± 1.3
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	87.5 ± 0.9	85.8 ± 1.1	89.8 ± 0.8	59.3 ± 2.7	81.3 ± 1.7
1. 12yrs 3mths					
2. 6yrs 8mths					
WA	89.2 ± 1.1	86.5 ± 1.5	92.0 ± 1.0	54.3 ± 3.6	83.2 ± 1.9
1. 12yrs 2mths					
2. 6yrs 7mths					
SA (h)	na	na	na	na	na
Tasmania	87.5 ± 1.1	84.4 ± 1.5	90.7 ± 1.2	72.9 ± 4.5	82.1 ± 4.7
1. 13yrs 0mths					
2. 7yrs 7mths					
ACT	92.4 ± 1.4	91.6 ± 1.7	93.3 ± 1.6	71.5 ± 14.9	83.2 ± 4.0
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	69.6 ± 4.3	66.8 ± 4.6	72.6 ± 5.3	29.6 ± 5.6	32.4 ± 6.2
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia (f)	88.4 ± 0.9	86.0 ± 1.2	91.0 ± 0.9	60.1 ± 3.1	84.8 ± 1.4

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.29 (2007 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.10. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at the 2007 Report, section 3.6. Table 3A.10 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

(h) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

Table 3A.9 Proportion of year 7 students who achieved the reading benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

na Not available.

Source: MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2007 Report, table 3A.28.

Table 3A.10

Table 3A.10 Exemptions, absences and participation of equity groups in reading testing, 2001 (per cent)

	Students exempted (a)						Students absent or withdrawn (a)						Indigenous students (b)						Assessed students LBOTE students (b)						All students											
	Year 3			Year 5			Year 7			Year 3			Year 5			Year 7			Year 3			Year 5			Year 7			Year 3			Year 5			Year 7		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7						
NSW	1.4	0.7	0.6	5.7	5.7	11.7	3.9	3.6	4.3	25.5	24.0	23.8	94.3	94.3	88.3																					
Victoria (c)	1.9	1.7	na	9.4	9.1	54.8	0.8	0.8	0.6	16.8	17.3	8.4	90.1	90.2	45.2																					
Queensland	1.3	1.3	1.2	3.2	2.8	2.6	5.7	5.8	5.4	6.7	6.3	6.0	96.0	96.5	96.8																					
WA	0.8	0.8	0.8	11.2	8.2	7.4	4.3	4.8	4.6	12.1	13.3	12.5	88.8	91.8	92.6																					
SA (d)	2.5	2.1	na	5.7	8.3	na	3.3	3.0	na	16.5	15.0	na	94.3	91.7	na																					
Tasmania	0.7	0.7	0.7	5.7	5.8	7.9	4.4	5.9	5.8	4.4	3.7	3.8	94.3	94.2	92.1																					
ACT (e)	1.8	1.5	1.1	5.7	4.5	4.7	1.6	1.5	1.0	9.7	8.2	3.9	94.3	95.5	74.4																					
NT (f)	1.2	1.1	0.9	10.1	8.9	9.5	24.8	27.5	27.1	23.8	25.8	24.2	83.8	89.5	92.1																					
Aust	1.5	1.2	0.6	6.7	6.4	20.3	3.7	3.7	2.3	16.9	16.4	5.3	92.9	93.3	79.2																					

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(d) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

(e) In 2001, the participation of non-government students in the ACT was voluntary.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at years 3, 5 and 7 in urban schools. In remote schools, students are tested at ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; MCEETYA 2005a, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2007 Report, table 3A.30.

Table 3A.11

Table 3A.11 Proportion of year 3 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	89.9 ± 2.9	87.0 ± 3.8	92.7 ± 2.4	73.1 ± 6.2	89.3 ± 3.0
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria (g)	94.7 ± 1.7	93.1 ± 2.4	96.2 ± 1.4	78.2 ± 4.0	92.9 ± 2.1
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	85.4 ± 1.9	81.1 ± 2.6	90.5 ± 1.6	68.4 ± 3.4	83.8 ± 2.1
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	84.3 ± 2.5	80.0 ± 3.2	88.8 ± 2.3	54.7 ± 4.9	83.7 ± 2.8
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	88.4 ± 2.5	84.9 ± 3.3	91.9 ± 2.2	60.5 ± 6.2	84.8 ± 2.9
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.8 ± 1.6	88.7 ± 2.2	94.9 ± 1.4	89.4 ± 3.9	90.2 ± 3.9
1. 9 years, 2 months					
2. 3 years, 7 months					
ACT (h)	93.3 ± 1.3	90.7 ± 1.9	96.1 ± 1.0	87.4 ± 6.2	90.4 ± 2.5
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	79.1 ± 2.7	75.8 ± 3.4	82.5 ± 2.7	48.4 ± 4.9	51.1 ± 4.4
1. 8 years, 10 months					
2. 3 years, 6 months					
Australia	89.5 ± 2.3	86.4 ± 3.0	92.7 ± 1.9	67.8 ± 4.9	88.5 ± 2.7

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.34 (2007 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.14. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at the 2007 Report, section 3.6. Table 3A.14 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Table 3A.11 Proportion of year 3 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

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

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2007 Report, table 3A.31.

Table 3A.12

Table 3A.12 Proportion of year 5 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	95.9 ± 0.9	94.6 ± 1.4	97.2 ± 0.7	87.4 ± 3.1	94.6 ± 1.1
1. 10 years, 9 months					
2. 5 years, 7 months					
Victoria (g)	92.4 ± 0.8	89.6 ± 1.1	95.3 ± 0.6	75.4 ± 3.3	91.4 ± 1.0
1. 10 years, 11 months					
2. 5 years, 7 months					
Queensland	95.8 ± 0.7	94.5 ± 1.1	97.7 ± 0.4	87.5 ± 2.1	94.3 ± 0.9
1. 10 years, 4 months					
2. 4 years, 8 months					
WA	89.4 ± 1.9	85.6 ± 2.6	93.2 ± 1.4	63.8 ± 4.9	86.7 ± 2.3
1. 10 years, 2 months					
2. 4 years, 7 months					
SA	95 ± 0.8	93.3 ± 1.2	96.8 ± 0.7	80.0 ± 3.9	93.7 ± 1.1
1. 10 years, 6 months					
2. 5 years, 3 months					
Tasmania	91.9 ± 1.3	88.4 ± 1.9	95.5 ± 1.1	88.0 ± 3.6	88.7 ± 4.2
1. 11 years, 2 months					
2. 5 years, 7 months					
ACT (h)	90.6 ± 1.8	87.0 ± 2.5	94.4 ± 1.5	66.9 ± 10.6	88.0 ± 3.4
1. 10 years, 8 months					
2. 5 years, 6 months					
NT	77.6 ± 2.2	74.3 ± 2.9	80.9 ± 2.4	41.6 ± 4.2	45.8 ± 4.2
1. 10 years, 8 months					
2. 5 years, 3 months					
Australia	94.0 ± 1.0	91.9 ± 1.4	96.2 ± 0.7	79.9 ± 3.3	92.2 ± 1.2

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.34 (2007 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.14. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at the 2007 Report, section 3.6. Table 3A.14 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Table 3A.12 Proportion of year 5 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

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

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2007 Report, table 3A.32.

Table 3A.13

Table 3A.13 Proportion of year 7 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	92.5 ± 1.9	89.5 ± 2.8	95.4 ± 1.5	77.5 ± 5.2	90.8 ± 2.6
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	97.8 ± 0.7	96.4 ± 1.2	99.2 ± 0.4	92.7 ± 3.5	97.4 ± 0.9
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	94.1 ± 1.2	91.9 ± 1.9	96.7 ± 0.8	83.0 ± 3.2	91.7 ± 1.6
1. 12yrs 3mths					
2. 6yrs 8mths					
WA	87.6 ± 1.6	83.1 ± 2.2	92.2 ± 1.3	57.5 ± 4.3	84.8 ± 2.0
1. 12yrs 2mths					
2. 6yrs 7mths					
SA (h)	na	na	na	na	na
Tasmania	85.9 ± 3.1	80.3 ± 4.3	91.6 ± 2.6	75.4 ± 6.3	84.1 ± 5.8
1. 13yrs 0mths					
2. 7yrs 7mths					
ACT (i)	90.8 ± 2.0	86.8 ± 2.8	95.4 ± 1.6	79.2 ± 12.9	81.8 ± 4.4
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	75.1 ± 0.1	71.3 ± 2.3	79.0 ± 4.5	36.0 ± 6.8	37.0 ± 6.8
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	92.6 ± 1.5	89.8 ± 2.3	95.6 ± 1.2	74.3 ± 4.6	90.4 ± 2.3

(a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent. Table 3A.34 (2007 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.14. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) Victoria assessed a sample of students based on voluntary participation in 2001. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(h) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

Table 3A.13 Proportion of year 7 students who achieved the writing benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

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

na Not available.

Source: MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2007 Report, table 3A.33.

Table 3A.14

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

	Students exempted (a)				Students absent or withdrawn (a)				Assessed students						
	Year 3				Year 3				Indigenous students (b)						
	Year 3	Year 5	Year 7	Year 7	Year 3	Year 5	Year 7	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	All students
NSW	1.3	1.2	0.6	11.7	8.8	9.4	11.7	3.7	3.5	4.3	23.8	24.5	23.4	23.8	88.3
Victoria (c)	1.9	1.7	na	56.0	9.6	9.7	56.0	0.8	0.8	0.6	8.2	16.9	17.2	8.2	44.0
Queensland	1.3	1.3	1.2	2.8	3.4	3.0	2.8	5.7	5.8	5.4	6.0	6.7	6.3	6.0	96.6
WA	0.8	0.8	1.5	7.0	10.9	9.1	7.0	4.6	4.7	4.5	12.5	12.2	13.2	12.5	93.4
SA (d)	2.2	2.0	na	na	7.4	8.1	na	3.2	2.9	na	na	15.7	14.8	na	na
Tasmania	0.7	0.7	0.7	9.0	7.6	7.3	9.0	4.3	5.7	5.6	3.8	4.3	3.7	3.8	91.0
ACT (e)	1.6	1.5	1.1	4.4	3.4	2.8	4.4	1.7	1.6	1.1	3.9	10.0	8.9	3.9	74.8
NT (f)	1.5	1.2	1.0	11.9	11.7	11.9	11.9	18.7	22.0	23.0	20.4	18.0	20.4	20.4	86.5
Aust	1.5	1.3	0.7	20.7	8.0	7.9	20.7	3.6	3.6	3.7	13.7	16.4	16.1	13.7	78.8

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(d) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

(e) In 2001, the participation of non-government students in the ACT was voluntary.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at years 3, 5 and 7 in urban schools. In remote schools, students are tested at ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2007 Report, table 3A.35.

Table 3A.15

Table 3A.15 Proportion of year 3 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

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

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.39 (2007 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.18. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at the 2007 Report, section 3.6. Table 3A.18 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Table 3A.15 Proportion of year 3 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2007 Report, table 3A.36.

Table 3A.16

Table 3A.16 Proportion of year 5 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

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

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.39 (2007 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.18. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at the 2007 Report, section 3.6. Table 3A.18 contains more information.

(g) Victoria's results have been adjusted based on exempt student data and are not directly comparable to previous years results.

Table 3A.16 Proportion of year 5 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; 2007 Report, table 3A.37.

Table 3A.17

Table 3A.17 Proportion of year 7 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW (g)	79.2 ± 1.0	77.9 ± 1.1	80.3 ± 1.1	47.8 ± 2.2	77.7 ± 1.2
1. 12yrs 6mths					
2. 7yrs 4mths					
Victoria (h)	85.8 ± 0.8	86.0 ± 0.9	85.6 ± 1.0	65.6 ± 6.1	82.8 ± 1.4
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	83.8 ± 0.5	84.3 ± 0.6	83.8 ± 0.7	52.3 ± 2.0	80.0 ± 1.5
1. 12yrs 3mths					
2. 6yrs 8mths					
WA	84.1 ± 0.8	84.2 ± 0.9	84.2 ± 0.9	47.7 ± 2.9	78.6 ± 1.5
1. 12yrs 2mths					
2. 6yrs 7mths					
SA (i)	na	na	na	na	na
Tasmania	79.7 ± 1.3	79.2 ± 1.7	80.3 ± 1.7	63.2 ± 5.0	78.4 ± 5.0
1. 13yrs 0mths					
2. 7yrs 7mths					
ACT	88.3 ± 1.3	88.4 ± 1.5	88.2 ± 1.7	62.6 ± 15.4	79.2 ± 5.0
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	65.2 ± 4.1	63.9 ± 4.4	66.6 ± 4.9	23.0 ± 5.4	79.2 ± 5.0
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia (j)	82.0 ± 0.9	81.7 ± 1.0	81.9 ± 1.1	48.6 ± 2.8	77.8 ± 1.4

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.39 (2007 Report) contains details of test populations in all states and territories.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.18. Readers are urged to be cautious when comparing results.
- (c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.
- (d) The typical average age of students at the time of testing (expressed in years and months).
- (e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).
- (f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at the 2007 Report, section 3.6. Table 3A.18 contains more information.

Table 3A.17 Proportion of year 7 students who achieved the numeracy benchmark, 2001 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
(g)	New South Wales considers that the year 7 results for New South Wales are anomalous. The national numeracy benchmark results show that:				
	(i) a lower proportion of New South Wales year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks				
	(ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.				
	National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling.				
	The national benchmark results show that New South Wales students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The New South Wales results for year 7 reading and writing are also fairly consistent with the national average.				
(h)	In 2001, Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.				
(i)	The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.				

na Not available.

Source: MCEETYA 2005, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2007 Report, table 3A.38.

Table 3A.18

Table 3A.18 Exemptions, absences and participation of equity groups in numeracy testing, 2001 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Indigenous students (b)			LBOTE students (b)			All students		
	Year 3 Year 5 Year 7			Year 3 Year 5 Year 7			Year 3 Year 5 Year 7			Year 3 Year 5 Year 7			Year 3 Year 5 Year 7		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
NSW	1.4	0.7	0.7	5.6	5.6	13.9	3.9	3.6	3.9	25.5	24.0	22.9	94.4	94.4	86.1
Victoria (c)	1.9	1.7	na	8.8	8.3	56.6	0.8	0.8	0.6	17.0	17.5	8.1	90.7	91.0	43.4
Queensland	1.2	1.2	1.2	2.5	2.0	2.1	5.9	6.0	5.5	6.8	6.3	6.1	96.6	97.3	97.4
WA	0.8	0.8	0.8	9.5	7.3	7.0	5.0	5.2	4.8	12.5	13.6	12.6	90.5	92.7	93.0
SA (d)	2.5	2.1	na	7.9	6.3	na	3.3	3.2	na	15.4	15.0	na	92.1	93.7	na
Tasmania	0.7	0.7	0.7	6.7	4.9	7.8	4.4	6.0	5.7	4.4	3.7	3.8	93.3	95.1	92.2
ACT (e)	1.7	1.5	1.1	3.1	2.5	4.1	1.7	1.7	1.0	10.1	9.0	3.9	96.9	97.5	75.0
NT (f)	1.1	1.0	0.5	8.9	8.6	9.2	26.1	27.9	27.7	25.0	26.0	24.8	85.6	90.2	92.8
Aust	1.5	1.2	0.6	6.4	5.7	21.3	3.8	3.8	3.7	16.9	16.5	13.5	93.3	93.9	78.2

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/carers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(d) The year 7 benchmark data for SA for 2001 is not available because not all government and non-government students participated in a year 7 test.

(e) In 2001, the participation of non-government students in the ACT was voluntary.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at years 3, 5 and 7 in urban schools. In remote schools, students are tested at ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

na Not available.

Source: MCEETYA 2003, *National Report on Schooling in Australia 2001*, Melbourne; MCEETYA 2005a, *National Report on Schooling in Australia Preliminary Paper: National Benchmark Results Reading, Writing and Numeracy Year 7*, Melbourne; 2007 Report, table 3A.40.

Table 3A.19

Table 3A.19 Proportion of year 3 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	92.1 ± 1.8	90.0 ± 2.4	94.1 ± 1.6	78.2 ± 4.5	91.1 ± 1.8
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	92.0 ± 1.9	90.4 ± 2.4	93.7 ± 1.9	77.9 ± 5.4	90.2 ± 2.4
1. 8 years, 11 months					
2. 3 years, 7 months					
Queensland	92.6 ± 1.7	91.3 ± 2.1	94.3 ± 1.5	81.8 ± 3.7	90.2 ± 2.1
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	95.4 ± 1.0	94.3 ± 1.3	96.4 ± 0.9	82.7 ± 3.7	94.4 ± 1.4
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	89.3 ± 1.8	86.9 ± 2.3	91.9 ± 1.7	62.1 ± 5.4	88.4 ± 2.0
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	96.3 ± 0.7	95.3 ± 1.0	97.2 ± 0.7	94.4 ± 2.4	97.5 ± 1.6
1. 9 years, 3 months					
2. 3 years, 7 months					
ACT	95.7 ± 0.7	94.6 ± 1.0	96.8 ± 0.6	85.2 ± 6.3	93.5 ± 1.5
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	74.2 ± 1.8	71.7 ± 2.5	76.6 ± 2.4	39.9 ± 3.4	37.4 ± 3.8
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.3 ± 1.7	90.6 ± 2.2	94.1 ± 1.5	76.7 ± 4.1	90.2 ± 2.0

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.44 (2007 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.22. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at the 2007 Report, section 3.6. Table 3A.22 contains more information.

Source: MCEETYA 2005b, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.41.

Table 3A.20

Table 3A.20 Proportion of year 5 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)
NSW	92.3 ± 0.9	90.5 ± 1.2	94.1 ± 0.8	75.4 ± 2.5	90.6 ± 1.0
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	87.3 ± 2.4	84.8 ± 2.9	89.9 ± 2.2	65.9 ± 6.0	83.5 ± 3.0
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	83.0 ± 1.9	80.4 ± 2.3	86.0 ± 1.9	58.5 ± 3.9	77.3 ± 3.0
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	95.1 ± 1.0	93.9 ± 1.3	96.3 ± 0.8	79.2 ± 3.9	93.1 ± 1.5
1. 10yrs 2mths					
2. 4yrs 7mths					
SA	90.0 ± 0.9	87.7 ± 1.3	92.4 ± 0.6	65.6 ± 4.1	89.1 ± 1.3
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	96.3 ± 0.8	95.2 ± 1.2	97.4 ± 0.7	93.8 ± 2.7	93.4 ± 3.0
1. 11yrs 3mths					
2. 5yrs 7mths					
ACT	92.6 ± 1.0	90.3 ± 1.4	95.1 ± 1.0	86.1 ± 6.1	88.9 ± 2.8
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	79.0 ± 1.7	78.1 ± 2.3	80.4 ± 2.2	46.7 ± 3.5	45.7 ± 3.7
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	89.3 ± 1.4	87.2 ± 1.8	91.5 ± 1.3	68.0 ± 3.5	87.1 ± 1.8

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.44 (2007 Report) contains details of test populations in all states and territories.

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.22. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at the 2007 Report, section 3.6. Table 3A.22 contains more information.

Source: MCEETYA 2005b, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.42.

Table 3A.21

Table 3A.21 Proportion of year 7 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	88.0 ± 0.8	85.7 ± 1.0	90.3 ± 0.8	68.0 ± 2.2	86.2 ± 1.0
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	88.5 ± 0.9	85.3 ± 1.2	91.9 ± 0.8	64.8 ± 5.3	85.5 ± 1.3
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	90.2 ± 0.5	88.0 ± 0.7	92.9 ± 0.5	69.5 ± 2.0	86.2 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	90.5 ± 0.6	88.3 ± 0.8	92.6 ± 0.6	57.2 ± 2.8	84.4 ± 1.4
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	92.1 ± 0.6	90.4 ± 0.8	93.8 ± 0.7	70.8 ± 5.2	91.4 ± 1.2
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	88.6 ± 1.1	86.1 ± 1.5	91.3 ± 1.2	77.8 ± 4.6	87.3 ± 3.7
1. 13yrs 2mths					
2. 7yrs 7mths					
ACT	91.1 ± 1.0	89.5 ± 1.4	92.8 ± 1.2	79.8 ± 11.7	79.7 ± 5.2
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	74.9 ± 3.8	73.4 ± 4.3	76.7 ± 4.3	37.9 ± 6.8	39.4 ± 7.3
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	89.1 ± 0.8	86.8 ± 1.0	91.6 ± 0.8	65.3 ± 2.9	85.6 ± 1.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). Table 3A.44 (2007 Report) contains details of test populations in all states and territories.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.22. Readers are urged to be cautious when comparing results.
- (c) Some movements in the results over time might have occurred as a result of state equating processes and may not reflect improvements in student performance.
- (d) The typical average age of students at the time of testing (expressed in years and months).
- (e) The typical average time that students had spent in schooling at the time of testing (expressed in years and months).
- (f) The methods used to identify Indigenous students and LBOTE students varied across jurisdictions. The two categories are not mutually exclusive. Definitions can be found at the 2007 Report, section 3.6. Table 3A.22 contains more information.
- (g) Victoria assessed a sample of students based on voluntary participation in 2002. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Table 3A.21 Proportion of year 7 students who achieved the reading benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.43.

Table 3A.22

Table 3A.22 Exemptions, absences and participation of equity groups in reading testing, 2002 (per cent)

	Students exempted (a)					Students absent or withdrawn (a)					Indigenous students (b)					Assessed students LBOTE students (b)					Assessed students				
	Year 3		Year 5		Year 7	Year 3		Year 5		Year 7	Year 3		Year 5		Year 7	Year 3		Year 5		Year 7	Year 3		Year 5		Year 7
	1.3	1.2	1.2	0.8	0.8	5.2	4.9	4.0	4.0	4.0	3.9	3.9	3.8	4.4	4.4	26.0	24.8	25.3	25.3	25.3	94.8	95.1	95.1	96.0	96.0
NSW	1.3	1.2	1.2	0.8	0.8	5.2	4.9	4.0	4.0	4.0	3.9	3.9	3.8	4.4	4.4	26.0	24.8	25.3	25.3	25.3	94.8	95.1	95.1	96.0	96.0
Victoria (c)	2.0	1.9	1.9	0.9	0.9	8.0	8.1	33.5	33.5	33.5	0.8	0.8	0.8	0.6	0.6	19.9	20.4	16.0	16.0	16.0	91.9	91.8	91.8	66.5	66.5
Queensland	1.5	1.4	1.4	1.4	1.4	2.7	2.3	2.3	2.3	2.3	6.1	6.1	6.4	5.7	5.7	6.4	6.5	6.1	6.1	6.1	96.9	97.3	97.3	97.3	97.3
WA	0.7	0.8	0.8	0.8	0.8	8.6	7.4	7.5	7.5	7.5	5.1	5.1	5.1	5.0	5.0	12.9	13.7	12.8	12.8	12.8	91.4	92.6	92.6	92.5	92.5
SA	2.8	2.3	2.3	2.7	2.7	5.7	5.4	6.3	6.3	6.3	2.8	2.8	3.1	2.5	2.5	15.9	15.3	16.2	16.2	16.2	94.3	94.6	94.6	94.6	94.6
Tasmania	0.8	0.8	0.8	0.6	0.6	6.2	6.2	10.3	10.3	10.3	5.9	5.9	5.9	5.4	5.4	5.5	4.3	4.6	4.6	4.6	93.8	93.8	93.8	89.7	89.7
ACT	2.0	1.9	1.9	1.8	1.8	5.9	5.8	7.5	7.5	7.5	1.9	1.9	1.7	1.3	1.3	9.9	9.4	2.7	2.7	2.7	94.1	94.2	94.2	92.5	92.5
NT (d)	1.0	0.6	0.6	0.7	0.7	9.3	8.3	8.3	8.3	8.3	25.7	25.7	27.1	26.6	26.6	19.7	24.2	22.8	22.8	22.8	83.5	89.7	89.7	93.2	93.2
Aust	1.6	1.4	1.4	1.1	1.1	5.8	5.5	11.3	11.3	11.3	3.9	3.9	4.0	3.9	3.9	17.7	17.5	16.4	16.4	16.4	94.0	94.4	94.4	88.6	88.6

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(f) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at years 3, 5 and 7 in urban schools. In remote schools, students are tested at ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.45.

Table 3A.23

Table 3A.23 Proportion of year 3 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

<i>1 Average age (d)</i> <i>2 Years of schooling (e)</i>	<i>All students</i>	<i>Male students</i>	<i>Female students</i>	<i>Indigenous students (f)</i>	<i>LBOTE students (f)</i>
NSW	94.4 ± 1.1	92.7 ± 1.5	96.2 ± 0.8	82.6 ± 3.3	93.4 ± 1.1
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	95.3 ± 1.0	93.8 ± 1.4	96.9 ± 0.7	85.4 ± 3.6	94.6 ± 1.0
1. 8 years, 11 months					
2. 3 years, 7 months					
Queensland	86.3 ± 1.5	82.9 ± 2.0	90.3 ± 1.4	70.2 ± 2.7	85.6 ± 1.8
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	86.3 ± 0.8	82.6 ± 3.1	90.1 ± 2.1	57.0 ± 4.7	85.0 ± 2.7
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	93.0 ± 1.1	90.7 ± 1.6	95.2 ± 0.5	66.7 ± 4.5	92.2 ± 1.3
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.8 ± 1.7	89.2 ± 2.3	94.5 ± 1.5	84.2 ± 4.7	94.1 ± 2.7
1. 9 years, 3 months					
2. 3 years, 7 months					
ACT (g)	91.2 ± 1.6	87.2 ± 2.5	95.0 ± 1.2	76.7 ± 8.7	90.1 ± 2.5
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	72.2 ± 2.6	69.3 ± 3.3	75.2 ± 2.8	38.3 ± 3.8	34.9 ± 4.0
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.6 ± 1.2	91.8 ± 1.8	95.5 ± 1.1	77.1 ± 3.5	95.0 ± 1.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80.0 per cent ± 2.7 per cent).
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.26. Readers are urged to be cautious when comparing results.
- (c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The typical average age of students at the time of testing, expressed in years and months.
- (e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.
- (g) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 3A.23 Proportion of year 3 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.46.

Table 3A.24

Table 3A.24 Proportion of year 5 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	95.6 ± 1.1	94.3 ± 1.5	96.9 ± 0.8	84.8 ± 3.5	94.2 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria (g)	94.9 ± 0.5	93.1 ± 0.7	96.8 ± 0.3	83.7 ± 2.8	94.3 ± 0.5
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	92.2 ± 1.7	89.8 ± 2.4	94.9 ± 1.3	80.5 ± 3.8	89.9 ± 2.0
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	88.9 ± 1.5	85.1 ± 2.1	92.9 ± 1.2	61.8 ± 4.2	85.3 ± 2.0
1. 10yrs 2mths					
2. 4yrs 7mths					
SA	94.5 ± 1.0	93.0 ± 1.4	96.0 ± 0.9	75.5 ± 5.2	93.0 ± 1.3
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	92.5 ± 1.3	89.4 ± 2.0	95.6 ± 1.0	86.5 ± 3.9	89.4 ± 3.9
1. 11yrs 3mths					
2. 5yrs 7mths					
ACT (h)	87.2 ± 2.3	82.0 ± 3.4	92.7 ± 1.0	67.2 ± 10.3	86.1 ± 3.6
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	75.6 ± 2.0	73.8 ± 2.6	77.8 ± 2.4	37.5 ± 3.6	35.4 ± 3.7
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	93.6 ± 1.1	91.5 ± 1.6	95.7 ± 0.9	76.4 ± 3.8	92.1 ± 1.2

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.26. Readers are urged to be cautious when comparing results.
- (c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The typical average age of students at the time of testing, expressed in years and months.
- (e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.
- (f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions, as outlined in the explanatory notes.
- (g) Victoria assessed a sample of students based on voluntary participation. Results in Victoria do not include exempt students as data on exempt students was not available.

Table 3A.24 Proportion of year 5 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

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

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.47.

Table 3A.25

Table 3A.25 Proportion of year 7 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	90.9 ± 2.6	87.8 ± 3.5	94.0 ± 2.0	75.4 ± 5.9	90.0 ± 2.9
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	92.3 ± 1.2	88.5 ± 1.8	96.1 ± 0.7	76.5 ± 5.3	92.4 ± 1.3
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	93.9 ± 1.0	91.7 ± 1.5	96.5 ± 0.6	82.2 ± 3.0	91.4 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	87.5 ± 1.6	83.2 ± 2.2	91.8 ± 1.3	56.2 ± 3.9	83.3 ± 1.9
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	84.9 ± 0.6	80.0 ± 3.6	89.4 ± 2.4	61.8 ± 5.9	84.3 ± 3.2
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	86.1 ± 1.8	81.5 ± 2.4	91.0 ± 1.8	75.2 ± 5.4	85.6 ± 4.2
1. 13yrs 2mths					
2. 7yrs 7mths					
ACT (h)	91.3 ± 1.9	87.7 ± 2.9	94.8 ± 1.3	79.3 ± 11.8	80.6 ± 5.3
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	75.8 ± 3.7	71.4 ± 4.4	80.2 ± 4.1	37.2 ± 6.3	39.9 ± 7.1
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	90.7 ± 1.7	87.3 ± 2.6	94.1 ± 1.4	71.6 ± 4.8	89.0 ± 2.4

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in as shown in table 3A.26. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Table 3A.25 Proportion of year 7 students who achieved the writing benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

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

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.48.

Table 3A.26

Table 3A.26 Exemptions, absences and participation of equity groups in writing testing, 2002 (per cent)

	Students exempted (a)				Students absent or withdrawn (a)				Indigenous students (b)				Assessed students LBOTE students (b)				Assessed students			
	Year 3	Year 5	Year 7		Year 3	Year 5	Year 7		Year 3	Year 5	Year 7		Year 3	Year 5	Year 7		Year 3	Year 5	Year 7	
	Year 3	Year 5	Year 7		Year 3	Year 5	Year 7		Year 3	Year 5	Year 7		Year 3	Year 5	Year 7		Year 3	Year 5	Year 7	
NSW	1.4	1.3	0.8		5.6	5.5	4.1		3.9	4.0	4.4		25.7	24.6	25.3		94.4	94.5	95.9	
Victoria (c)	2.0	1.9	0.9		8.3	8.4	35.4		0.8	0.8	0.6		19.9	20.3	15.5		91.6	91.5	64.6	
Queensland	1.5	1.4	1.4		2.7	2.3	2.2		6.2	6.4	5.7		6.4	6.5	6.1		96.9	97.3	97.3	
WA	0.7	0.8	0.8		9.5	8.6	8.7		4.9	5.0	4.8		12.6	13.5	12.6		90.5	91.4	91.3	
SA	2.4	2.0	2.1		5.4	5.5	6.5		2.8	3.1	3.4		16.2	15.5	16.0		94.6	94.5	93.5	
Tasmania	0.8	0.8	0.6		7.6	7.3	12.3		5.7	5.7	5.1		5.4	4.2	4.5		92.4	92.7	87.7	
ACT	2.0	1.9	1.8		4.4	3.3	6.9		2.0	1.7	1.3		10.0	9.8	2.7		95.6	96.7	93.1	
NT (d)	1.1	0.8	0.7		12.9	11.7	13.2		25.9	25.5	24.6		20.1	23.1	20.7		83.0	88.1	90.2	
Aust	1.6	1.4	1.1		6.2	5.9	12.0		3.9	4.0	3.9		17.6	17.4	16.2		93.7	94.0	87.9	

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(d) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.45.

Table 3A.27

Table 3A.27 Proportion of year 3 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	95.3 ± 0.7	94.7 ± 0.8	95.9 ± 0.7	85.3 ± 2.2	94.1 ± 0.7
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	92.0 ± 1.7	91.8 ± 1.7	92.1 ± 1.9	76.8 ± 4.8	89.8 ± 1.9
1. 8 years, 11 months					
2. 3 years, 7 months					
Queensland	91.8 ± 1.5	92.0 ± 1.6	92.0 ± 1.8	76.6 ± 3.9	89.4 ± 2.0
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	88.6 ± 2.3	88.5 ± 2.4	88.5 ± 2.6	64.9 ± 5.2	85.8 ± 2.6
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	91.2 ± 1.2	90.4 ± 1.3	92.0 ± 1.3	66.0 ± 4.5	89.5 ± 1.5
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	94.1 ± 1.2	93.7 ± 1.4	94.5 ± 1.5	90.6 ± 3.4	95.6 ± 2.2
1. 9 years, 3 months					
2. 3 years, 7 months					
ACT	95.4 ± 0.8	94.6 ± 1.0	96.2 ± 0.9	84.9 ± 6.5	92.4 ± 1.9
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	89.1 ± 1.8	87.8 ± 2.2	90.5 ± 1.9	73.1 ± 4.2	70.4 ± 4.6
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.8 ± 1.3	92.5 ± 1.4	93.1 ± 1.5	77.6 ± 3.6	91.3 ± 1.4

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

(b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.30. Readers are urged to be cautious when comparing results.

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

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

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

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

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; 2007 Report, table 3A.51.

Table 3A.28

Table 3A.28 Proportion of year 5 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	91.2 ± 0.9	91.0 ± 1.0	91.4 ± 1.1	72.4 ± 2.7	89.5 ± 1.1
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	93.2 ± 1.1	92.7 ± 1.2	93.7 ± 1.3	78.6 ± 4.3	91.7 ± 1.4
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	88.7 ± 1.9	89.3 ± 1.9	88.5 ± 2.1	68.9 ± 4.0	85.1 ± 2.5
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	86.2 ± 1.7	85.8 ± 1.7	86.6 ± 1.9	52.2 ± 4.2	81.5 ± 2.1
1. 10yrs 2mths					
2. 4yrs 7mths					
SA	85.5 ± 1.3	85.7 ± 1.4	85.3 ± 1.6	52.2 ± 4.5	83.5 ± 1.7
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.1 ± 1.7	88.2 ± 2.0	90.0 ± 2.0	80.9 ± 4.6	81.6 ± 5.1
1. 11yrs 3mths					
2. 5yrs 7mths					
ACT	91.3 ± 1.1	90.8 ± 1.3	91.8 ± 1.3	75.0 ± 8.4	88.0 ± 2.7
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	75.6 ± 2.2	75.7 ± 2.7	75.8 ± 2.7	39.3 ± 4.0	40.4 ± 4.1
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	90.0 ± 1.3	89.9 ± 1.4	90.2 ± 1.5	65.6 ± 3.7	87.9 ± 1.5

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.30. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.52.

Table 3A.29

Table 3A.29 Proportion of year 7 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW (g) 1. 12yrs 4mths 2. 7yrs 2mths	78.2 ± 0.7	77.4 ± 0.8	78.9 ± 0.9	46.0 ± 1.9	76.4 ± 0.9
Victoria (h) 1. 12yrs 11mths 2. 7yrs 7mths	87.1 ± 1.0	87.3 ± 1.0	87.0 ± 1.1	58.7 ± 5.6	84.5 ± 1.3
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	88.3 ± 0.8	88.2 ± 0.8	88.7 ± 0.9	61.6 ± 2.2	85.3 ± 1.4
WA 1. 12yrs 2mths 2. 6yrs 7mths	85.0 ± 0.9	84.7 ± 1.0	85.2 ± 1.1	49.1 ± 3.0	79.2 ± 1.5
SA 1. 12yrs 6mths 2. 7yrs 3mths	85.6 ± 0.8	85.8 ± 1.1	85.5 ± 1.0	57.9 ± 4.9	84.5 ± 1.5
Tasmania 1. 13yrs 2mths 2. 7yrs 7mths	84.0 ± 1.1	83.5 ± 1.4	84.5 ± 1.5	72.3 ± 4.7	83.2 ± 4.2
ACT 1. 12yrs 10mths 2. 7yrs 6mths	86.9 ± 1.2	88.0 ± 1.4	85.8 ± 1.7	61.8 ± 14.0	79.6 ± 5.5
NT 1. 12yrs 8mths 2. 7yrs 3mths	68.1 ± 3.8	68.2 ± 4.4	68.2 ± 4.7	27.4 ± 6.4	31.7 ± 6.9
Australia	83.5 ± 0.9	83.3 ± 0.9	83.8 ± 1.0	51.9 ± 3.0	79.2 ± 1.2

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.30. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

Table 3A.29 Proportion of year 7 students who achieved the numeracy benchmark, 2002 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

(i) a lower proportion of year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks

(ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling. The national benchmark results show that NSW students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

(h) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.53.

Table 3A.30

Table 3A.30 Exemptions, absences and participation of equity groups in numeracy testing, 2002 (per cent)

	Students exempted (a)						Students absent or withdrawn (a)						Indigenous students (b)							Assessed students																
	Year 3			Year 5			Year 7			Year 3			Year 5			Year 7			Year 3			Year 5			Year 7			Year 3			Year 5			Year 7		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7						
NSW	1.3	1.2	0.8	5.2	4.9	6.2	7.5	7.7	34.4	0.8	0.9	0.6	26.0	24.8	24.5	26.0	24.8	24.5	26.0	24.8	24.5	94.8	95.1	93.8	94.8	95.1	93.8	94.8	95.1	93.8						
Victoria (c)	2.0	1.9	0.9	7.5	7.7	34.4	7.5	7.7	34.4	0.8	0.9	0.6	20.0	20.5	15.9	20.0	20.5	15.9	20.0	20.5	15.9	92.3	92.2	65.6	92.3	92.2	65.6	92.3	92.2	65.6						
Queensland	1.5	1.4	1.4	2.2	1.9	2.0	2.2	1.9	2.0	6.2	6.4	5.8	6.4	6.5	6.1	6.4	6.5	6.1	6.4	6.5	6.1	97.4	97.7	97.7	97.4	97.7	97.7	97.4	97.7	97.7						
WA	0.7	0.8	0.8	7.7	7.1	6.9	7.7	7.1	6.9	5.4	5.3	5.1	13.0	13.8	12.9	13.0	13.8	12.9	13.0	13.8	12.9	92.3	92.9	93.1	92.3	92.9	93.1	92.3	92.9	93.1						
SA	2.8	2.3	2.1	5.5	5.2	6.1	5.5	5.2	6.1	2.9	3.1	2.9	15.9	15.3	16.0	15.9	15.3	16.0	15.9	15.3	16.0	94.5	94.8	93.9	94.5	94.8	93.9	94.5	94.8	93.9						
Tasmania	0.8	0.8	0.6	5.6	5.5	9.5	5.6	5.5	9.5	5.9	6.0	5.4	5.5	4.2	4.6	5.5	4.2	4.6	5.5	4.2	4.6	94.4	94.5	90.5	94.4	94.5	90.5	94.4	94.5	90.5						
ACT	2.0	1.9	1.8	3.8	2.8	5.0	3.8	2.8	5.0	2.0	1.8	1.4	10.1	9.9	2.7	10.1	9.9	2.7	10.1	9.9	2.7	96.2	97.2	95.0	96.2	97.2	95.0	96.2	97.2	95.0						
NT (d)	0.8	0.5	0.6	7.9	8.7	7.4	7.9	8.7	7.4	28.7	27.4	27.7	22.5	24.2	23.9	22.5	24.2	23.9	22.5	24.2	23.9	86.3	90.0	93.9	86.3	90.0	93.9	86.3	90.0	93.9						
Aust	1.5	1.4	1.0	5.5	5.2	12.1	5.5	5.2	12.1	4.0	4.0	3.9	17.8	17.5	16.1	17.8	17.5	16.1	17.8	17.5	16.1	94.4	94.6	87.9	94.4	94.6	87.9	94.4	94.6	87.9						

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) In 2001, Victoria assessed a sample of year 7 students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

(d) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.45.

Table 3A.31

Table 3A.31 Proportion of year 3 students who achieved the reading benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	93.0 ± 1.6	91.3 ± 1.9	94.9 ± 1.3	81.5 ± 4.2	92.6 ± 1.6
1. 8yrs 9mths					
2. 3yrs 7mths					
Victoria	90.4 ± 2.1	88.3 ± 2.5	92.8 ± 1.8	76.9 ± 5.0	87.0 ± 2.7
1. 9yrs 0mths					
2. 3yrs 7mths					
Queensland	93.8 ± 1.6	92.7 ± 2.1	95.3 ± 1.4	84.9 ± 4.0	91.5 ± 2.1
1. 8yrs 3mths					
2. 2yrs 8mths					
WA	95.2 ± 1.4	94.1 ± 1.6	96.3 ± 1.1	82.3 ± 4.5	94.4 ± 1.6
1. 8yrs 2mths					
2. 2yrs 7mths					
SA	89.7 ± 1.6	87.6 ± 1.8	91.9 ± 1.5	66.3 ± 4.8	85.9 ± 2.2
1. 8yrs 6mths					
2. 3yrs 3mths					
Tasmania	96.4 ± 0.8	95.3 ± 1.1	97.6 ± 0.7	95.3 ± 2.7	97.6 ± 1.7
1. 9yrs 1mth					
2. 3yrs 7mths					
ACT	96.2 ± 0.9	95.4 ± 1.2	97.1 ± 0.8	93.5 ± 5.0	91.7 ± 1.9
1. 8yrs 10mths					
2. 3yrs 6mths					
NT	71.5 ± 2.6	70.2 ± 3.3	72.8 ± 2.7	36.2 ± 5.3	31.1 ± 5.6
1. 8yrs 8mths					
2. 3yrs 3mths					
Australia	92.4 ± 1.7	90.8 ± 2.0	94.3 ± 1.4	78.8 ± 6.9	90.0 ± 2.0

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.34. Readers are urged to be cautious when comparing results.

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

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

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

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.56.

Table 3A.32

Table 3A.32 Proportion of year 5 students who achieved the reading benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	91.7 ± 1.2	89.7 ± 1.3	93.9 ± 1.0	76.5 ± 3.2	90.5 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	89.6 ± 1.2	87.0 ± 1.5	92.2 ± 1.1	72.0 ± 4.5	85.5 ± 1.6
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	81.4 ± 2.5	78.4 ± 2.9	84.8 ± 2.5	55.5 ± 4.3	77.5 ± 3.6
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	93.4 ± 1.3	92.1 ± 1.6	94.8 ± 1.1	76.5 ± 4.7	91.0 ± 2.0
1. 10yrs 3mths					
2. 4yrs 8mths					
SA	88.6 ± 1.4	86.5 ± 1.6	90.7 ± 1.3	62.6 ± 4.6	82.7 ± 2.1
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	95.2 ± 0.9	93.9 ± 1.3	96.6 ± 1.0	92.7 ± 3.1	95.3 ± 2.5
1. 11yrs 0mths					
2. 5yrs 7mths					
ACT	96.1 ± 1.1	95.1 ± 1.7	97.1 ± 1.3	89.5 ± 12.9	91.1 ± 3.6
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	78.8 ± 1.9	76.5 ± 2.6	81.2 ± 2.1	49.4 ± 4.7	43.3 ± 5.4
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	89.0 ± 1.5	86.8 ± 1.8	91.6 ± 1.4	67.7 ± 4.1	88.7 ± 1.6

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.34. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.57.

Table 3A.33

Table 3A.33 Proportion of year 7 students who achieved the reading benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	88.9 ± 0.8	86.1 ± 1.0	91.9 ± 0.7	68.1 ± 2.4	87.9 ± 1.0
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	90.3 ± 0.6	87.8 ± 0.8	92.8 ± 0.5	72.7 ± 3.7	87.8 ± 0.9
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	89.3 ± 1.1	87.6 ± 1.3	91.5 ± 1.0	68.3 ± 2.8	84.5 ± 2.0
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	88.9 ± 1.2	86.9 ± 1.4	90.9 ± 1.1	59.1 ± 3.8	83.1 ± 2.0
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	92.9 ± 0.6	91.4 ± 0.8	94.5 ± 0.6	75.3 ± 4.2	88.2 ± 1.8
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	88.3 ± 1.1	86.0 ± 1.4	90.7 ± 1.4	80.3 ± 4.6	85.7 ± 3.9
1. 13yrs 0mths					
2. 7yrs 7mths					
ACT	91.4 ± 1.1	89.4 ± 1.6	93.5 ± 1.0	78.0 ± 12.1	84.8 ± 5.3
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	77.7 ± 1.8	76.9 ± 2.4	82.8 ± 2.4	44.8 ± 4.7	39.1 ± 4.8
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	89.4 ± 0.9	87.1 ± 1.1	91.9 ± 0.8	66.4 ± 3.1	86.4 ± 1.2

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.34. Readers are urged to be cautious when comparing results.
- (c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The typical average age of students at the time of testing, expressed in years and months.
- (e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.
- (f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.
- (g) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Table 3A.33 Proportion of year 7 students who achieved the reading benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.58.

Table 3A.34

Table 3A.34 Exemptions, absences and participation by equity group in reading testing, 2003 (per cent)

	Students exempted (a)				Students absent or withdrawn (a)				Indigenous students (b)				Assessed students LBOTE students (b)				All students			
	Year 3		Year 5		Year 7		Year 3		Year 5		Year 7		Year 3		Year 5		Year 3		Year 5	
	Year 3	Year 5	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 3	Year 5	Year 7	Year 7
NSW	1.1	1.1	1.1	0.7	0.7	6.2	6.2	5.7	4.0	4.0	4.5	26.2	67.0	24.9	93.8	93.8	93.8	93.8	94.3	94.3
Victoria	2.3	2.0	2.0	0.8	0.8	8.3	9.2	13.5	1.0	1.0	1.0	19.3	19.4	20.8	91.7	90.8	91.7	90.8	86.5	86.5
Queensland	1.7	1.8	1.8	1.6	1.6	2.9	2.8	2.9	6.2	6.2	5.7	6.7	6.6	5.9	96.7	97.3	96.7	97.3	97.0	97.0
WA	0.8	0.8	0.8	0.8	0.8	7.8	7.0	7.1	4.8	5.2	5.0	13.5	13.1	12.8	92.2	93.0	92.2	93.0	92.9	92.9
SA	3.6	3.3	3.3	2.8	2.8	3.4	3.4	4.2	3.0	2.8	2.7	7.4	7.1	7.0	96.6	96.6	96.6	96.6	95.8	95.8
Tasmania	1.0	1.1	1.1	0.9	0.9	5.8	6.0	11.3	5.8	6.0	5.6	6.2	5.0	4.6	94.2	94.0	94.2	94.0	88.7	88.7
ACT	1.7	1.2	1.2	0.9	0.9	6.9	5.5	9.6	1.8	1.7	1.2	9.6	8.7	3.0	93.1	94.5	93.1	94.5	90.4	90.4
NT (c)	0.9	0.9	0.9	0.6	0.6	14.1	11.1	11.1	26.0	28.1	26.7	22.5	22.9	21.9	86.0	88.9	86.0	88.9	90.0	90.0
Aust	1.7	1.6	1.6	1.1	1.1	6.1	6.2	7.4	4.0	3.9	4.0	17.2	30.5	16.7	93.9	93.8	93.9	93.8	92.6	92.6

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2002: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.61.

Table 3A.35

Table 3A.35 Proportion of year 3 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	95.4 ± 0.9	93.9 ± 1.2	97.1 ± 0.6	85.5 ± 2.9	94.6 ± 1.0
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	96.1 ± 0.9	94.8 ± 1.3	97.6 ± 0.6	88.1 ± 2.6	94.6 ± 0.9
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	88.0 ± 2.4	84.7 ± 3.2	91.8 ± 2.0	73.7 ± 4.7	88.3 ± 2.6
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	84.6 ± 3.1	80.7 ± 3.7	88.8 ± 2.6	57.8 ± 5.5	83.4 ± 3.2
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	89.3 ± 1.5	86.0 ± 1.8	92.9 ± 1.2	69.8 ± 5.1	87.4 ± 2.2
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	89.9 ± 2.0	86.5 ± 2.4	93.5 ± 1.7	82.2 ± 6.0	91.0 ± 4.0
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT (g)	94.4 ± 1.0	92.9 ± 1.4	96.1 ± 0.7	87.2 ± 5.9	89.8 ± 2.3
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	73.8 ± 2.2	71.7 ± 2.9	76.3 ± 2.7	43.9 ± 4.5	41.6 ± 4.6
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.2 ± 1.5	89.9 ± 2.0	94.7 ± 1.2	75.2 ± 4.1	92.3 ± 1.4

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80.0 per cent ± 2.7 per cent).
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.38. Readers are urged to be cautious when comparing results.
- (c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The typical average age of students at the time of testing, expressed in years and months.
- (e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (f) The methods used to identify Indigenous students with a language background other than English (LBOTE) varied between jurisdictions, as outlined in the explanatory notes.
- (g) ACT writing data should be interpreted with some caution as a criterion-referenced assessment process was not used. This will be changed from 2003.

Table 3A.35 Proportion of year 3 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.62.

Table 3A.36

Table 3A.36 Proportion of year 5 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	95.7 ± 1.2	94.3 ± 1.6	97.2 ± 0.8	86.2 ± 3.6	94.6 ± 1.3
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria (g)	95.6 ± 0.2	93.9 ± 0.3	97.3 ± 0.2	87.5 ± 2.5	93.7 ± 0.3
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	94.0 ± 1.7	92.2 ± 2.4	96.3 ± 1.3	85.5 ± 3.6	92.1 ± 2.1
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.3 ± 1.8	83.2 ± 2.3	91.5 ± 1.4	58.3 ± 4.9	85.1 ± 2.4
1. 10yrs 3mths					
2. 4yrs 8mths					
SA	94.6 ± 0.6	93.2 ± 0.8	96.1 ± 0.5	83.2 ± 3.6	89.8 ± 1.5
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	90.0 ± 1.7	86.2 ± 2.4	94.0 ± 1.3	84.7 ± 4.4	91.3 ± 3.3
1. 11yrs 0mths					
2. 5yrs 7mths					
ACT (h)	94.0 ± 1.9	92.3 ± 2.5	95.7 ± 1.5	87.0 ± 8.6	89.7 ± 3.0
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	78.1 ± 2.1	73.7 ± 3.0	82.7 ± 2.4	45.1 ± 4.5	38.3 ± 4.7
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	94.1 ± 1.1	92.1 ± 1.5	96.1 ± 1.1	79.6 ± 3.8	92.5 ± 1.2

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.38. Readers are urged to be cautious when comparing results.

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

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

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

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

(g) Victoria assessed a sample of students based on voluntary participation. Results in Victoria do not include exempt students as data on exempt students was not available.

Table 3A.36 Proportion of year 5 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

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

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.63.

Table 3A.37

Table 3A.37 Proportion of year 7 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	92.2 ± 2.2	89.7 ± 2.8	94.9 ± 1.6	75.2 ± 5.4	91.4 ± 2.6
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	94.3 ± 1.2	91.5 ± 1.8	97.2 ± 0.7	85.6 ± 4.1	94.6 ± 1.2
1. 12yrs 11mths					
2. 7yrs 7mths					
Queensland	94.4 ± 1.0	92.3 ± 1.5	97.0 ± 0.7	84.8 ± 2.7	92.7 ± 1.4
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	87.1 ± 1.4	82.5 ± 1.8	91.7 ± 1.1	58.1 ± 3.9	83.1 ± 2.1
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	88.8 ± 2.3	85.1 ± 3.0	92.7 ± 1.7	67.7 ± 6.2	87.0 ± 2.6
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	83.1 ± 2.3	77.0 ± 2.8	89.4 ± 2.0	72.6 ± 6.1	84.8 ± 4.0
1. 13yrs 0mths					
2. 7yrs 7mths					
ACT (h)	93.1 ± 2.3	90.1 ± 3.2	96.2 ± 1.5	83.7 ± 15.6	87.1 ± 4.8
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	81.3 ± 1.8	79.7 ± 2.5	83.1 ± 2.2	46.0 ± 4.4	39.5 ± 4.6
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	92.1 ± 1.7	89.2 ± 2.2	95.2 ± 1.2	74.4 ± 4.4	91.0 ± 2.1

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.38. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

(g) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Table 3A.37 Proportion of year 7 students who achieved the writing benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

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

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.64.

Table 3A.38

Table 3A.38 Exemptions, absences and participation by equity group in writing testing, 2003 (per cent)

	Students exempted (a)			Students absent or withdrawn (a)			Assessed students						
	Year 3			Year 3			Indigenous students (b)			LBOTE students (b)			
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	All students
NSW	1.3	1.2	0.7	5.7	5.7	5.8	4.1	4.2	4.4	26.5	25.5	24.9	94.3
Victoria	2.3	2.0	0.8	8.5	9.6	13.9	1.0	1.0	1.0	19.2	19.4	20.7	91.5
Queensland	1.7	1.8	1.6	2.9	2.7	3.0	6.2	6.2	5.7	6.7	6.6	5.9	96.8
WA	0.8	0.8	0.8	8.6	8.0	8.0	4.7	5.0	4.8	13.3	12.9	12.6	91.4
SA	3.9	3.6	2.9	3.8	3.6	4.5	2.8	2.7	2.6	7.2	7.0	6.8	96.2
Tasmania	1.0	1.1	0.9	6.5	7.3	12.5	5.7	5.9	5.5	6.3	5.1	4.6	93.5
ACT	1.7	1.2	0.9	6.8	5.7	9.6	2.0	1.6	1.2	9.5	8.5	2.9	93.2
NT (c)	0.9	0.9	0.6	19.7	15.3	16.1	20.9	24.1	22.5	17.7	19.0	18.2	80.4
Aust	1.8	1.6	1.1	6.2	6.3	7.7	3.9	4.0	3.9	17.2	16.8	16.6	93.8

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.67.

Table 3A.39

Table 3A.39 Proportion of year 3 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	96.7 ± 0.6	96.3 ± 0.6	97.1 ± 0.6	91.4 ± 1.9	95.9 ± 0.6
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	95.8 ± 0.5	95.2 ± 0.5	96.6 ± 0.6	86.7 ± 2.2	93.9 ± 0.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	92.1 ± 1.6	92.0 ± 1.6	92.7 ± 1.8	78.3 ± 3.7	90.0 ± 2.0
1. 8 years, 3 months					
2. 2 years, 8 months					
WA	89.7 ± 2.7	89.7 ± 2.6	89.7 ± 2.8	67.2 ± 6.6	87.6 ± 3.3
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	90.1 ± 1.7	89.3 ± 1.7	90.8 ± 1.9	67.5 ± 5.2	86.0 ± 2.4
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	93.9 ± 1.4	93.9 ± 1.4	94.1 ± 1.7	90.2 ± 4.0	94.7 ± 3.3
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.2 ± 1.1	94.7 ± 1.1	95.8 ± 1.2	88.2 ± 7.7	89.5 ± 2.6
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	86.4 ± 2.4	85.8 ± 2.8	87.1 ± 2.6	65.5 ± 5.4	64.1 ± 5.4
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	94.2 ± 1.1	93.8 ± 1.1	94.7 ± 1.2	80.5 ± 3.7	93.3 ± 1.1

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

(b) Students who were absent or withdrawn from testing were not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.42. Readers are urged to be cautious when comparing results.

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

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

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

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

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; 2007 Report, table 3A.68.

Table 3A.40

Table 3A.40 Proportion of year 5 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	91.3 ± 1.1	90.4 ± 1.1	92.2 ± 1.1	73.9 ± 3.0	90.8 ± 1.1
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	94.7 ± 0.7	94.3 ± 0.7	95.2 ± 0.8	83.7 ± 3.3	92.2 ± 0.8
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	86.3 ± 1.6	86.6 ± 1.7	86.4 ± 1.9	62.6 ± 3.4	83.7 ± 2.2
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	90.4 ± 2.0	90.0 ± 2.1	90.8 ± 2.1	66.2 ± 5.5	87.2 ± 3.0
1. 10yrs 3mths					
2. 4yrs 8mths					
SA	90.7 ± 1.2	90.1 ± 1.3	91.3 ± 1.3	66.1 ± 4.9	85.8 ± 1.9
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	92.4 ± 1.2	91.6 ± 1.4	93.3 ± 1.3	87.8 ± 4.1	93.4 ± 3.1
1. 11yrs 0mths					
2. 5yrs 7mths					
ACT	91.9 ± 1.7	91.7 ± 1.9	92.1 ± 1.9	71.6 ± 12.4	86.6 ± 3.2
1. 10yrs 8mths					
2. 5yrs 6mths					
NT	76.1 ± 2.6	74.6 ± 3.0	77.6 ± 3.2	43.3 ± 4.9	39.1 ± 5.2
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	90.8 ± 1.2	90.3 ± 1.3	91.4 ± 1.3	67.6 ± 3.9	89.3 ± 1.4

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.42. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; 2007 Report, table 3A.69.

Table 3A.41

Table 3A.41 Proportion of year 7 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW (g) 1. 12yrs 6mths 2. 7yrs 4mths	73.9 ± 0.8	72.9 ± 0.9	75.1 ± 0.9	41.1 ± 2.1	72.7 ± 1.0
Victoria (h) 1. 12yrs 11mths 2. 7yrs 7mths	85.8 ± 0.7	86.3 ± 0.8	85.4 ± 0.9	64.1 ± 4.4	83.1 ± 1.0
Queensland 1. 12yrs 4mths 2. 6yrs 8mths	85.2 ± 0.6	85.5 ± 0.7	85.1 ± 0.7	56.9 ± 2.0	81.7 ± 1.4
WA 1. 12yrs 2mths 2. 6yrs 7mths	84.3 ± 0.7	84.2 ± 0.8	84.5 ± 0.9	49.9 ± 3.3	78.8 ± 1.6
SA 1. 12yrs 6mths 2. 7yrs 3mths	85.2 ± 0.8	84.9 ± 1.0	85.5 ± 1.0	54.1 ± 6.3	80.0 ± 2.6
Tasmania 1. 13yrs 0mths 2. 7yrs 7mths	80.6 ± 1.1	80.4 ± 1.4	80.7 ± 1.6	66.5 ± 5.4	75.5 ± 4.5
ACT 1. 12yrs 10mths 2. 7yrs 6mths	86.4 ± 1.6	86.3 ± 1.8	86.5 ± 1.9	61.6 ± 12.8	81.0 ± 5.6
NT 1. 12yrs 8mths 2. 7yrs 3mths	68.7 ± 2.1	69.0 ± 2.7	68.3 ± 2.9	30.0 ± 3.6	27.2 ± 3.9
Australia	81.3 ± 0.8	81.0 ± 0.9	81.6 ± 0.9	49.3 ± 2.9	76.6 ± 1.2

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals, for example, 80 per cent ± 2.7 per cent.
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies considerably across jurisdictions as shown in table 3A.42. Readers are urged to be cautious when comparing results.
- (c) Some of the movements in the results over time may have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The typical average age of students at the time of testing, expressed in years and months.
- (e) The typical average time that students had spent in schooling at the time of testing, expressed in years and months.
- (f) The methods used to identify Indigenous students and language background other than English (LBOTE) students varied across jurisdictions.
- (g) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

Table 3A.41 Proportion of year 7 students who achieved the numeracy benchmark, 2003 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

(i) a lower proportion of year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks

(ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

National benchmarks represent the minimum standard of performance a student must achieve to be able to progress through his/her schooling. The national benchmark results show that NSW students in years 3 and 5 are consistently performing at or above the national average for reading, writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

(h) Victoria assessed a sample of students based on voluntary participation. Data on exempt students was not available. Any comparisons should be done so with these factors in mind.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3 and 5*; 2007 Report, table 3A.70.

Table 3A.42

Table 3A.42 Exemptions, absences and participation by equity group in numeracy testing, 2003 (per cent)

	Students							Assessed students						
	exempted (a)			absent or withdrawn (a)				Indigenous students (b)			LBOTE students (b)			
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 7
NSW	1.1	1.1	0.7	6.2	6.2	8.0	8.0	4.0	4.0	4.0	26.2	25.2	24.5	93.8
Victoria	2.3	2.0	0.8	7.9	8.8	13.5	13.5	1.0	1.0	1.0	19.3	19.6	20.7	92.1
Queensland	1.7	1.8	1.6	2.3	2.1	2.3	2.3	6.3	6.3	5.9	6.7	6.7	5.9	97.4
WA	0.8	0.8	0.8	7.0	6.6	6.8	6.8	5.2	5.4	5.1	13.7	13.2	12.9	93.0
SA	3.6	3.3	2.8	3.6	3.7	4.6	4.6	2.9	2.7	2.6	7.4	7.1	6.9	96.4
Tasmania	0.9	1.0	0.9	5.4	5.7	10.1	10.1	5.9	5.9	5.9	6.4	5.1	4.7	94.6
ACT	1.7	1.2	0.9	5.4	4.7	9.1	9.1	2.2	1.9	1.1	9.7	8.8	3.0	94.6
NT (c)	0.9	0.9	0.6	10.1	8.7	10.3	10.3	29.7	30.0	27.1	24.8	24.9	22.5	90.0
Aust	1.7	1.6	1.1	5.7	5.9	7.9	7.9	4.1	2.8	3.9	17.2	8.5	16.5	94.2

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2005, *National Report on Schooling in Australia 2003: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.73.

Table 3A.43

Table 3A.43 Proportion of year 3 students who achieved the reading benchmark, 2004 (per cent) (a), (b), (c)

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

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.46. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.74.

Table 3A.44

Table 3A.44 Proportion of year 5 students who achieved the reading benchmark, 2004 (per cent) (a), (b), (c)

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

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.46. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.75.

Table 3A.45

Table 3A.45 Proportion of year 7 students who achieved the reading benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	88.1 ± 0.8	85.7 ± 0.9	90.6 ± 0.7	68.5 ± 2.1	86.2 ± 1.0
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	93.1 ± 0.5	91.5 ± 0.6	94.8 ± 0.5	77.0 ± 4.1	89.8 ± 0.9
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	94.5 ± 0.7	93.1 ± 0.8	95.9 ± 0.6	85.5 ± 2.1	92.0 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	88.9 ± 1.1	86.6 ± 1.4	91.4 ± 1.1	57.6 ± 3.9	84.1 ± 2.0
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	92.5 ± 0.6	91.0 ± 0.8	94.0 ± 0.6	69.2 ± 4.2	89.1 ± 1.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	88.9 ± 1.0	85.7 ± 1.5	92.2 ± 1.1	75.7 ± 5.7	80.1 ± 5.3
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	95.0 ± 0.7	93.4 ± 1.1	96.7 ± 0.9	81.6 ± 7.8	85.0 ± 4.9
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	73.9 ± 1.9	72.1 ± 2.7	75.7 ± 2.7	38.8 ± 4.3	39.7 ± 4.0
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	91.0 ± 0.7	89.1 ± 0.9	93.0 ± 0.7	71.0 ± 2.8	86.9 ± 1.2

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.46. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.76.

Table 3A.46

Table 3A.46 Exemptions, absences and participation by equity group in reading testing, 2004 (per cent)

	Students							Assessed students						
	exempted (a)				absent or withdrawn (a)			Indigenous students (b)				LBOTE students (b)		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 3	Year 5	Year 7
NSW	1.2	1.1	1.0	4.8	4.5	4.1	4.2	4.1	4.9	27.3	26.1	25.6	95.2	95.5
Victoria	2.5	2.4	1.0	6.8	6.5	7.7	0.8	0.9	1.0	18.1	18.8	18.5	93.2	93.5
Queensland	2.0	2.0	1.7	2.6	2.5	2.5	6.3	6.3	6.1	7.0	6.6	6.1	97.2	97.0
WA	0.5	0.4	0.5	7.4	7.0	7.1	5.3	5.1	4.9	9.6	10.0	9.9	92.6	93.1
SA	2.8	2.7	2.5	3.6	3.1	3.9	3.0	2.7	2.9	11.5	11.6	11.3	96.4	96.9
Tasmania	1.0	0.8	0.5	4.5	4.8	6.9	6.1	6.4	5.8	4.1	3.8	3.7	95.5	95.2
ACT	2.1	1.8	1.3	6.0	4.7	5.9	1.7	1.8	1.6	12.5	11.5	4.6	94.0	95.3
NT (c)	0.3	0.3	0.5	12.5	9.8	12.0	23.5	27.7	27.9	21.1	21.9	24.0	81.1	85.7
Aust	1.7	1.6	1.2	5.1	4.8	5.1	4.1	4.1	4.3	17.2	16.9	16.3	94.8	95.1

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.79.

Table 3A.47

Table 3A.47 Proportion of year 3 students who achieved the writing benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	95.8 ± 0.8	94.5 ± 1.1	97.1 ± 0.6	86.9 ± 2.7	94.8 ± 0.9
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	97.1 ± 0.1	96.3 ± 0.2	98.1 ± 0.1	93.5 ± 1.2	94.5 ± 0.1
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	88.4 ± 3.2	85.1 ± 3.9	92.0 ± 2.5	75.0 ± 5.7	87.0 ± 3.2
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	85.5 ± 2.9	81.9 ± 3.4	89.3 ± 2.5	56.9 ± 5.4	84.5 ± 3.2
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	90.0 ± 2.3	87.1 ± 2.7	93.0 ± 1.9	62.1 ± 6.0	86.4 ± 2.5
1. 8 years, 6 months					
2. 3 years, 3 months					
Tasmania	91.4 ± 1.5	88.3 ± 2.0	94.7 ± 1.4	86.2 ± 3.9	89.5 ± 3.1
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT (g)	95.5 ± 0.9	94.6 ± 1.3	96.5 ± 0.9	95.9 ± 4.6	88.4 ± 2.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	83.8 ± 2.5	81.7 ± 3.7	86.1 ± 2.6	56.7 ± 5.3	58.5 ± 5.2
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	92.9 ± 1.5	90.9 ± 1.8	95.0 ± 1.2	76.8 ± 4.3	92.5 ± 1.2

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.50. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.80.

Table 3A.48

Table 3A.48 Proportion of year 5 students who achieved the writing benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	95.9 ± 1.4	94.6 ± 1.9	97.3 ± 1.0	87.4 ± 4.2	94.9 ± 1.4
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	93.4 ± 0.7	91.1 ± 0.9	95.9 ± 0.5	82.2 ± 4.2	92.3 ± 0.7
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	97.1 ± 0.4	96.2 ± 0.5	98.1 ± 0.2	92.6 ± 1.4	94.3 ± 0.4
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.4 ± 1.9	83.5 ± 2.4	91.4 ± 1.5	59.2 ± 4.6	86.0 ± 2.3
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	92.7 ± 1.4	90.3 ± 1.8	95.3 ± 1.1	69.7 ± 5.8	90.1 ± 1.7
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	91.6 ± 1.6	88.6 ± 2.2	94.9 ± 1.4	83.0 ± 4.7	86.6 ± 4.4
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	92.8 ± 2.4	90.8 ± 3.3	94.7 ± 1.9	78.7 ± 9.4	88.1 ± 3.5
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	81.1 ± 1.9	77.8 ± 2.8	84.4 ± 2.2	49.5 ± 4.2	47.1 ± 4.3
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	94.2 ± 1.1	92.3 ± 1.4	96.2 ± 0.8	81.7 ± 3.5	92.6 ± 1.3

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.50. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.81.

Table 3A.49

Table 3A.49 Proportion of year 7 students who achieved the writing benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	93.7 ± 2.0	91.8 ± 2.5	95.8 ± 1.5	81.8 ± 4.9	93.2 ± 2.3
1. 12yrs 4mths					
2. 7yrs 2mths					
Victoria (g)	96.0 ± 0.7	94.2 ± 1.1	97.9 ± 0.4	87.1 ± 3.4	95.7 ± 0.8
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	97.3 ± 0.4	96.4 ± 0.6	98.3 ± 0.2	92.3 ± 1.7	95.4 ± 0.5
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	86.6 ± 1.4	81.8 ± 1.9	91.7 ± 1.2	58.2 ± 3.9	84.2 ± 2.2
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	88.0 ± 2.1	84.1 ± 2.7	92.1 ± 1.7	59.4 ± 6.3	85.7 ± 2.4
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	86.5 ± 1.9	80.2 ± 2.6	92.7 ± 1.5	75.2 ± 6.2	82.6 ± 6.5
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	93.1 ± 2.1	90.4 ± 3.0	96.0 ± 1.4	79.7 ± 9.4	81.2 ± 5.2
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	79.4 ± 1.9	76.3 ± 2.6	82.7 ± 2.5	42.4 ± 4.2	43.0 ± 4.4
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	93.6 ± 1.3	91.3 ± 1.7	95.9 ± 0.9	78.8 ± 3.8	92.3 ± 1.8

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.50. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.82.

Table 3A.50

Table 3A.50 Exemptions, absences and participation by equity group in writing testing, 2004 (per cent)

	Students				Students				Assessed students											
	exempted (a)				absent or withdrawn (a)				Indigenous students (b)				LBOTE students (b)				All students			
	Year 3	Year 5	Year 7	Year 7	Year 3	Year 5	Year 7	Year 7	Year 3	Year 5	Year 7	Year 7	Year 3	Year 5	Year 7	Year 7	Year 3	Year 5	Year 7	Year 7
NSW	1.1	1.0	0.7	0.7	5.3	4.9	4.0	4.0	4.2	4.4	4.9	4.9	26.6	25.7	25.6	25.6	94.7	95.1	96.0	96.0
Victoria	2.5	2.4	1.0	1.0	7.1	7.0	8.2	8.2	0.8	0.9	1.0	1.0	18.0	18.7	18.4	18.4	92.9	93.0	91.8	91.8
Queensland	2.0	2.0	1.7	1.7	2.7	2.6	2.7	2.7	6.3	6.3	6.1	6.1	7.0	6.6	6.1	6.1	97.1	97.1	96.9	96.9
WA	0.5	0.4	0.5	0.5	8.4	7.9	7.9	7.9	5.0	4.9	4.7	4.7	9.4	9.8	9.7	9.7	91.6	92.1	92.2	92.2
SA	2.7	2.7	2.5	2.5	3.7	3.4	4.0	4.0	2.6	2.7	2.9	2.9	11.4	11.6	11.3	11.3	96.3	96.6	96.0	96.0
Tasmania	1.0	0.8	0.6	0.6	5.8	6.0	8.8	8.8	6.0	6.1	5.4	5.4	4.0	3.7	3.6	3.6	94.2	94.0	91.2	91.2
ACT	2.0	1.8	1.3	1.3	6.0	5.6	6.5	6.5	1.7	1.8	1.6	1.6	12.5	11.4	4.6	4.6	94.0	94.4	93.5	93.5
NT (c)	0.3	0.3	0.5	0.5	19.8	14.0	16.4	16.4	17.5	24.2	24.0	24.0	15.8	18.6	20.5	20.5	73.9	81.8	84.8	84.8
Aust	1.7	1.6	1.1	1.1	5.6	5.3	5.4	5.4	3.9	4.1	4.2	4.2	16.8	16.6	16.2	16.2	94.3	94.6	94.5	94.5

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.85.

Table 3A.51

Table 3A.51 Proportion of year 3 students who achieved the numeracy benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	95.8 ± 0.8	95.4 ± 0.8	96.2 ± 0.7	89.5 ± 2.4	94.7 ± 0.8
1. 8 years, 9 months					
2. 3 years, 7 months					
Victoria	96.0 ± 0.5	95.4 ± 0.4	96.6 ± 0.6	88.2 ± 2.5	92.8 ± 0.7
1. 9 years, 0 months					
2. 3 years, 7 months					
Queensland	90.5 ± 1.9	90.6 ± 1.7	90.5 ± 2.1	74.3 ± 4.2	87.2 ± 2.3
1. 8 years, 4 months					
2. 2 years, 8 months					
WA	89.9 ± 2.6	89.5 ± 2.6	90.3 ± 2.8	68.1 ± 6.8	88.7 ± 2.9
1. 8 years, 2 months					
2. 2 years, 7 months					
SA	91.5 ± 1.8	90.6 ± 1.8	92.4 ± 1.9	68.0 ± 6.4	87.5 ± 2.4
1. 8 years, 8 months					
2. 3 years, 6 months					
Tasmania	93.7 ± 1.4	93.0 ± 1.7	94.5 ± 1.4	89.1 ± 4.4	87.4 ± 4.8
1. 9 years, 1 month					
2. 3 years, 7 months					
ACT	95.3 ± 1.2	94.9 ± 1.6	95.8 ± 1.3	91.8 ± 7.7	88.3 ± 2.2
1. 8 years, 10 months					
2. 3 years, 6 months					
NT	88.0 ± 2.5	88.0 ± 2.8	88.0 ± 2.8	69.0 ± 5.7	69.4 ± 5.7
1. 8 years, 8 months					
2. 3 years, 3 months					
Australia	93.7 ± 1.2	93.3 ± 1.2	94.1 ± 1.3	79.2 ± 4.1	92.3 ± 1.2

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.54. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.86.

Table 3A.52

Table 3A.52 Proportion of year 5 students who achieved the numeracy benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW	92.2 ± 1.2	91.9 ± 1.1	92.5 ± 1.3	77.0 ± 3.6	91.0 ± 1.2
1. 10yrs 9mths					
2. 5yrs 7mths					
Victoria	94.7 ± 0.7	94.3 ± 0.7	95.2 ± 0.8	85.8 ± 3.4	92.4 ± 0.9
1. 10yrs 11mths					
2. 5yrs 7mths					
Queensland	89.3 ± 1.6	89.3 ± 1.5	89.2 ± 1.7	71.7 ± 3.6	86.2 ± 1.9
1. 10yrs 4mths					
2. 4yrs 8mths					
WA	87.1 ± 1.6	86.9 ± 1.7	87.3 ± 1.6	56.6 ± 4.2	82.8 ± 2.2
1. 10yrs 2mths					
2. 4yrs 8mths					
SA	90.0 ± 1.3	89.6 ± 1.3	90.5 ± 1.4	62.4 ± 5.4	87.6 ± 2.1
1. 10yrs 6mths					
2. 5yrs 3mths					
Tasmania	89.2 ± 1.5	89.2 ± 1.7	89.2 ± 1.8	81.9 ± 5.0	82.0 ± 5.1
1. 11yrs 1mths					
2. 5yrs 7mths					
ACT	92.1 ± 1.2	91.6 ± 1.5	92.6 ± 1.5	72.0 ± 10.6	85.3 ± 3.0
1. 10yrs 10mths					
2. 5yrs 6mths					
NT	71.5 ± 2.5	70.5 ± 3.0	72.6 ± 3.1	38.8 ± 3.8	36.5 ± 4.0
1. 10yrs 8mths					
2. 5yrs 3mths					
Australia	91.2 ± 1.2	91.0 ± 1.2	91.5 ± 1.3	69.4 ± 3.9	89.3 ± 1.4

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

(b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.54. Readers are urged to be cautious when comparing results.

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

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

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

(f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.87.

Table 3A.53

Table 3A.53 Proportion of year 7 students who achieved the numeracy benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d) 2 Years of schooling (e)	All students	Male students	Female students	Indigenous students (f)	LBOTE students (f)
NSW (g)	76.1 ± 0.9	75.5 ± 1.0	76.8 ± 1.0	46.6 ± 2.1	75.8 ± 1.1
1. 12yrs 6mths					
2. 7yrs 4mths					
Victoria	85.8 ± 0.7	86.1 ± 0.7	85.5 ± 0.8	62.9 ± 4.5	82.0 ± 1.1
1. 13yrs 0mths					
2. 7yrs 7mths					
Queensland	84.6 ± 0.6	84.9 ± 0.6	84.3 ± 0.7	60.6 ± 2.1	82.3 ± 1.3
1. 12yrs 4mths					
2. 6yrs 8mths					
WA	84.6 ± 0.8	83.7 ± 1.0	85.6 ± 0.8	47.8 ± 2.8	79.4 ± 1.7
1. 12yrs 2mths					
2. 6yrs 7mths					
SA	87.3 ± 1.0	87.6 ± 1.2	87.1 ± 1.1	59.1 ± 5.6	84.6 ± 1.9
1. 12yrs 6mths					
2. 7yrs 3mths					
Tasmania	80.9 ± 1.3	79.1 ± 1.7	82.6 ± 1.6	67.9 ± 5.0	70.6 ± 6.1
1. 13yrs 1mths					
2. 7yrs 7mths					
ACT	87.7 ± 1.1	87.0 ± 1.6	88.5 ± 1.5	65.0 ± 10.8	76.3 ± 5.7
1. 12yrs 10mths					
2. 7yrs 6mths					
NT	66.1 ± 2.1	66.6 ± 3.0	65.5 ± 2.7	26.8 ± 3.7	30.9 ± 4.0
1. 12yrs 8mths					
2. 7yrs 3mths					
Australia	82.1 ± 0.8	81.9 ± 0.9	82.3 ± 0.9	51.9 ± 2.8	77.9 ± 1.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent).
- (b) Students who were absent or withdrawn from testing are not classified as assessed students and are not included in the benchmark calculations. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 3A.54. Readers are urged to be cautious when comparing results.
- (c) Some movements in the results over time might have occurred because of State/Territory equating processes, and may not reflect actual improvements in student performance.
- (d) The typical average age of students at the time of testing, expressed in years and months.
- (e) The typical average time students had spent in schooling at the time of testing, expressed in years and months.
- (f) The methods used to identify Indigenous students and students with a LBOTE varied across jurisdictions.
- (g) NSW considers that the year 7 results for NSW are anomalous. The national numeracy benchmark results show that:

Table 3A.53 Proportion of year 7 students who achieved the numeracy benchmark, 2004 (per cent) (a), (b), (c)

1 Average age (d)		Male	Female	Indigenous	LBOTE
2 Years of schooling (e)	All students	students	students	students (f)	students (f)

(i) a lower proportion of year 7 students are meeting the minimum numeracy benchmark than are meeting the reading and writing benchmarks

(ii) a lower proportion of students are meeting the numeracy benchmark in year 7 than in year 3 and year 5.

The national benchmark results show that NSW students in years 3 and 5 are consistently performing at or above the national average for reading writing and numeracy. The NSW results for year 7 reading and writing are also fairly consistent with the national average.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.88.

Table 3A.54

Table 3A.54 Exemptions, absences and participation by equity group in numeracy testing, 2004 (per cent)

	Students				Students				Assessed students											
	exempted (a)				absent or withdrawn (a)				Indigenous students (b)				LBOTE students (b)				All students			
	Year 3	Year 5	Year 7	Year 7	Year 3	Year 5	Year 7	Year 7	Year 3	Year 5	Year 7	Year 7	Year 3	Year 5	Year 7	Year 7	Year 3	Year 5	Year 7	
NSW	1.2	1.1	0.6	0.6	4.8	4.5	5.8	5.8	4.2	4.1	4.4	27.3	26.1	25.1	25.1	95.2	95.5	94.2		
Victoria	2.5	2.4	1.0	1.0	6.5	6.4	7.6	7.6	0.8	0.9	1.0	18.1	18.8	18.5	18.5	93.5	93.6	92.4		
Queensland	2.0	2.0	1.7	1.7	2.0	1.8	1.9	1.9	6.4	6.5	6.3	7.1	6.7	6.2	6.2	97.8	98.0	97.7		
WA	0.5	0.4	0.5	0.5	6.9	6.5	6.8	6.8	5.6	5.3	5.1	9.7	10.1	10.0	10.0	93.1	93.5	93.3		
SA	2.5	2.7	2.5	2.5	4.2	3.8	4.6	4.6	2.9	2.5	2.7	11.4	11.4	11.1	11.1	95.8	96.2	95.4		
Tasmania	1.0	0.8	0.5	0.5	4.2	4.3	6.8	6.8	6.2	6.4	5.5	4.1	3.9	3.8	3.8	95.8	95.7	93.2		
ACT	2.0	1.8	1.3	1.3	4.6	3.8	5.5	5.5	1.8	1.9	1.6	12.7	11.7	4.8	4.8	95.4	96.2	94.5		
NT (c)	0.3	0.3	0.3	0.3	8.4	6.9	9.5	9.5	27.4	30.6	30.2	24.7	24.4	26.0	26.0	85.1	88.6	91.4		
Aust	1.7	1.6	1.1	1.1	4.8	4.6	5.5	5.5	4.2	4.1	4.1	17.3	16.9	16.2	16.2	95.0	95.3	94.4		

(a) The percentage of students who were exempted, and absent or who were withdrawn by parents/caregivers, from the testing program. Exempted students are reported as not achieving the benchmark. Absent and withdrawn students are not included in the benchmark calculations. The percentage of exempted, and absent or withdrawn, students is calculated as a percentage of the total number of full time government students based on NSSC data, together with the non-government students who participated in the relevant testing programs.

(b) The percentage of assessed Indigenous and LBOTE students respectively. The percentages of Indigenous and LBOTE students include exempted students and are calculated as a percentage of the total number of full time government students based on data from the NSSC and non-government students who participated in the relevant testing programs. The specific ways in which Indigenous and LBOTE student information was collected and/or categorised varied across jurisdictions.

(c) NSSC figures have been used for the total number of students in calculation of the participation rates. In the NT, students are tested at year 3, 5, and 7 in urban schools. In remote schools, students are tested ages 8, 10 and 12, not at year level. This may result in percentages for NT not adding to 100.

Source: MCEETYA 2006, *National Report on Schooling in Australia 2004: Preliminary Paper National Benchmark Results Reading, Writing and Numeracy Years 3, 5 and 7*; 2007 Report, table 3A.91.

Table 3A.55 Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group, 2003 (per cent) (a), (b)

	<i>Aust</i>
Male students	59.1 ± 1.3
Female students	57.4 ± 1.2
Indigenous students	29.8 ± 4.5
LBOTE students	48.1 ± 3.0

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for scientific literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

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

Source: MCEETYA 2004, *National Year 6 Science Assessment Report 2003*, Melbourne; 2007 Report, table 3A.94.

Table 3A.56

Table 3A.56 Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia, 2004 (per cent) (a), (b)

	1 or above	2 or above (a)	3 or above (a)	4 or above	5 or above
Year 6					
Male students	87.2 ± 1.8	46.5 ± 3.5	6.7 ± 1.6	0.1 ± 0.1	..
Female students	91.2 ± 2.2	53.4 ± 3.3	9.5 ± 2.0	0.1 ± 0.1	..
Indigenous students	72.7 ± 6.6	23.8 ± 6.7	1.7 ± 2.0	–	..
LBOTE students	88.3 ± 2.5	47.1 ± 5.0	6.0 ± 5.0	0.1 ± 5.0	..
All students	89.2 ± 1.6	50.0 ± 3.0	8.1 ± 1.5	0.1 ± 0.1	..
Year 10					
Male students	94.2 ± 1.5	75.7 ± 2.9	34.7 ± 3.2	3.7 ± 1.1	0.1 ± 0.1
Female students	97.3 ± 0.7	84.8 ± 2.2	43.7 ± 3.9	5.9 ± 1.9	0.1 ± 0.2
Indigenous students	86.5 ± 6.0	57.8 ± 8.9	22.4 ± 8.2	1.8 ± 2.8	0.2 ± 0.4
LBOTE students	94.8 ± 1.6	77.2 ± 3.2	36.1 ± 3.2	4.3 ± 3.2	0.1 ± 0.3
All students	95.7 ± 0.9	80.4 ± 1.9	39.3 ± 2.8	4.8 ± 1.1	0.1 ± 0.1

(a) Minimum standards like the benchmarks in literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above) a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

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

(c) Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location.

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

Source: MCEETYA 2006, *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; 2007 Report, table 3A.97.

Table 3A.57 Proportion of 15 year old secondary students achieving at or above the OECD mean for reading literacy, by equity group (per cent) (a)

	<i>Aust</i>
2000	
Indigenous students	30.7
Standard error	3.1
Geographically remote students (b)	44.3
Standard error	9.0
2003	
Indigenous students	33.2
Standard error	3.6
Geographically remote students (b)	49.3
Standard error	5.7

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2001) (full reference in 2007 Report). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004) (full reference in 2007 Report).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small in 2000 (0.9 per cent) and 2003 (0.6 per cent).

Source: ACER (unpublished); 2007 Report, table 3A.100.

Table 3A.58 Proportion of students achieving level 3 or above in the overall reading literacy scale, by equity group (per cent) (a), (b)

	<i>Aust</i>
2000	
All students	69.0
Standard error	1.2
Male students	63.2
Standard error	1.7
Female students	75.8
Standard error	1.5
Students from low socioeconomic families (c)	54.3
Standard error	1.8
Indigenous students	38.0
Standard error	3.4
Geographically remote students (d)	47.9
Standard error	8.8
2003	
All students	69.9
Standard error	1.0
Male students	62.3
Standard error	1.3
Female students	77.8
Standard error	1.1
Students from low socioeconomic families (c)	56.2
Standard error	1.4
Indigenous students	38.1
Standard error	3.9
Geographically remote students (d)	53.5
Standard error	4.6

- (a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2001) (full reference in 2007 Report). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004) (full reference in 2007 Report).
- (b) The standard errors in this table are shown in corresponding charts as 95 per cent confidence intervals by multiplying them by 1.96. A standard error of 2.7 in the table, for example, becomes a confidence interval of plus or minus 5.3 in the corresponding chart.
- (c) A variable based on parental occupation was used to determine socioeconomic background. Students in the lowest 25 per cent of this variable were defined as being from a family of low socioeconomic status. The variable is based on the International Standard Classification of Occupations.
- (d) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small (0.6 per cent).

Source: ACER (unpublished); 2007 Report, table 3A.102.

Table 3A.59 Proportion of 15 year old secondary students achieving at or above the OECD mean for mathematical literacy, by equity group (per cent) (a)

	<i>Aust</i>
2000	
Indigenous students	26.2
Standard error	4.9
Geographically remote students (b)	67.1
Standard error	12.7
2003	
Indigenous students	23.9
Standard error	2.9
Geographically remote students (b)	45.4
Standard error	7.1

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2001) (full reference in 2007 Report). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004) (full reference in 2007 Report).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small in 2000 (0.9 per cent) and 2003 (0.6 per cent).

Source: ACER (unpublished); 2007 Report, table 3A.105.

Table 3A.60 Proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy, by equity group (per cent) (a)

	<i>Aust</i>
2000	
Indigenous students	29.1
Standard error	4.1
Geographically remote students (b)	51.2
Standard error	7.8
2003	
Indigenous students	25.6
Standard error	2.9
Geographically remote students (b)	44.4
Standard error	6.1

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2000 involved sample assessment of approximately 2.3 per cent of 15 year old Australian secondary school students. For further information on PISA, see Lokan et al. (2001) (full reference in 2007 Report). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004) (full reference in 2007 Report).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small in 2000 (0.9 per cent) and 2003 (0.6 per cent).

Source: ACER (unpublished); 2007 Report, table 3A.108.

Table 3A.61 Proportion of 15 year old secondary students achieving at or above the OECD mean for problem solving, by equity group, 2003 (per cent) (a)

	<i>Aust</i>
Indigenous students	30.6
Standard error	3.1
Geographically remote students (b)	50.1
Standard error	5.2

(a) These data are from assessments conducted for the Program for International Student Assessment (PISA). PISA 2003 involved sample assessment of approximately 6.5 per cent of 15 year old Australian secondary school students. For further information on PISA, see Thomson et al. (2004) (full reference in 2007 Report).

(b) The MCEETYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students. The percentage of students attending school in a geographically remote area is very small (0.6 per cent).

Source: ACER (unpublished); 2007 Report, table 3A.110.

Table 3A.62 Apparent retention rates of full time secondary students to years 10–12, 2005 (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (b)</i>	<i>Tas (b) (c)</i>	<i>ACT (c)</i>	<i>NT (b)</i>	<i>Aust</i>
All students									
Government schools									
To year 10	95.1	96.9	98.4	99.2	97.4	99.4	100.0	91.7	97.0
To year 11	77.0	89.2	85.7	85.9	86.8	75.6	119.7	107.3	84.2
To year 12 (total)	65.8	74.0	73.0	65.4	61.7	65.5	99.6	70.5	69.4
To year 12 (male)	60.3	66.3	67.7	60.4	55.0	56.3	98.0	69.4	63.4
To year 12 (female)	71.4	82.3	78.7	70.7	68.7	75.4	101.2	71.6	75.7
All schools									
To year 10	96.3	98.0	99.9	101.0	99.1	100.2	99.2	94.2	98.3
To year 11	80.2	92.5	90.1	89.8	91.9	76.9	100.6	86.7	87.4
To year 12 (total)	71.1	80.6	79.9	72.5	70.7	67.1	87.5	59.1	75.3
To year 12 (male)	66.0	73.9	75.3	67.2	64.3	58.4	87.2	56.8	69.9
To year 12 (female)	76.3	87.6	84.7	78.0	77.6	76.5	87.9	61.5	81.0
Indigenous students (c)									
Government schools									
To year 10	77.6	77.2	90.6	88.7	86.2	100.8	100.0	81.3	85.2
To year 11	43.7	60.3	67.2	54.9	61.6	56.5	102.0	107.9	59.4
To year 12 (total)	29.4	37.8	50.1	24.3	31.3	46.0	68.6	47.5	36.9
To year 12 (male)	24.8	28.3	44.1	19.4	28.6	35.9	88.9	53.0	32.2
To year 12 (female)	33.8	46.6	56.4	29.7	33.7	56.8	45.8	41.7	41.7
All schools									
To year 10	80.2	81.2	91.8	92.8	86.7	103.2	101.2	91.2	88.3
To year 11	45.1	62.4	71.6	61.5	65.1	57.4	81.8	90.8	62.3
To year 12 (total)	31.1	41.4	54.1	28.8	33.3	47.8	60.3	37.9	39.5
To year 12 (male)	26.6	30.5	48.6	24.7	31.5	37.3	77.1	40.0	35.1
To year 12 (female)	35.5	52.0	59.9	33.2	35.1	58.9	42.4	35.9	44.0

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

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

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

Source: ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS *Schools Australia* (unpublished); 2007 Report, table 3A.117.

Table 3A.63 Apparent retention rates of secondary students from years 10–12, 2005 (per cent) (a), (b)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (c) (d)	<i>Tas</i> (c) (d)	<i>ACT</i>	<i>NT</i> (c)	<i>Aust</i>
Full time secondary students									
Government schools	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
Non-government schools	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
All schools	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
Full time Indigenous secondary students									
Government schools	36.3	51.0	55.0	26.1	37.5	43.7	71.4	54.9	42.3
Non-government schools	51.1	87.5	65.3	54.5	61.4	55.3	46.2	93.2	62.1
All schools	37.9	55.4	57.0	30.7	39.9	45.2	66.1	62.2	45.3
Full time and part time secondary students (d)									
Government schools	71.1	80.5	74.7	67.7	85.0	102.2	100.8	84.4	76.1
Non-government schools	81.7	90.4	91.4	82.4	91.0	69.3	75.6	54.8	86.0
All schools	75.0	84.4	80.6	73.1	87.2	92.4	89.3	75.5	79.8

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

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

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

(d) Inclusion of part-time students in the calculation of apparent retention rates increases the apparent retention rates in SA and Tasmania due to a significant number of part-time adult learners and other students recorded as year 12 that were not part of the original year 10 cohort two years prior.

Source: ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS (unpublished); 2007 Report, table 3A.118.

Table 3A.64

Table 3A.64 Apparent retention rates of full time secondary students, government schools (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (b)	<i>SA</i> (c)	<i>Tas</i> (c) (d)	<i>ACT</i> (c) (d)	<i>NT</i>	<i>Aust</i>
2001									
From year 7or 8 to year 10									
All students	95.4	96.9	99.5	100.0	91.8	97.5	100.0	87.7	96.8
Indigenous students	80.5	78.8	85.7	84.9	77.1	106.8	79.4	73.6	83.4
From year 10 to year 12									
All students	65.1	76.8	74.8	67.0	61.7	70.5	112.1	70.6	na
Indigenous students	35.4	40.7	55.7	21.0	41.4	41.6	50.0	47.4	na
2002									
From year 7or 8 to year 10									
All students	95.9	96.4	100.3	98.7	92.2	99.4	99.7	79.3	96.9
Indigenous students	81.6	77.2	89.4	85.5	77.4	106.3	122.2	73.4	84.7
From year 10 to year 12									
All students	67.4	77.5	76.5	69.7	61.9	75.3	101.0	73.1	na
Indigenous students	36.8	38.6	58.9	24.3	41.7	55.9	75.6	37.7	na
2003									
From year 7or 8 to year 10									
All students	96.0	96.2	100.5	98.6	95.8	97.4	100.0	92.5	97.3
Indigenous students	81.0	74.2	91.2	93.2	83.4	105.3	96.1	86.5	87.3
From year 10 to year 12									
All students	68.1	77.3	76.4	64.8	61.8	76.4	101.0	78.7	71.9
Indigenous students	36.3	43.8	59.0	25.5	32.9	52.3	88.0	51.7	43.6
2004									
From year 7or 8 to year 10									
All students	95.4	95.7	99.2	98.7	95.8	98.0	102.1	91.5	96.8
Indigenous students	79.9	78.0	87.2	87.0	79.7	104.1	108.2	85.7	84.8
From year 10 to year 12									
All students	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.0
Indigenous students	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	43.6
2005									
From year 7or 8 to year 10									
All students	95.1	96.9	98.4	99.2	97.4	99.4	100.0	91.7	97.0
Indigenous students	77.6	77.2	90.6	88.7	86.2	100.8	100.0	81.3	85.2
From year 10 to year 12									
All students	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
Indigenous students	36.3	51.0	55.0	26.1	37.5	43.7	71.4	54.9	42.3

(a) The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling. Calculations are based on full time student numbers.

(b) Data for WA have been affected by changes in scope and coverage over time.

Table 3A.64 Apparent retention rates of full time secondary students, government schools (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (b)</i>	<i>SA (c)</i>	<i>Tas (c) (d)</i>	<i>ACT (c) (d)</i>	<i>NT</i>	<i>Aust</i>
(c) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.									
(d) The small number of Indigenous students in some jurisdictions (Tasmania and the ACT) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.									
na Not available.									

Source: ABS 2002, *Schools Australia* 2001, Cat. no. 4221.0; ABS 2003, *Schools Australia* 2002, Cat. no. 4221.0; ABS 2004, *Schools Australia* 2003, Cat. no. 4221.0; ABS 2005, *Schools Australia* 2004, Cat. no. 4221.0; ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS *Schools Australia* (unpublished); 2007 Report, table 3A.119.

Table 3A.65

Table 3A.65 Apparent retention rates of full time secondary students, non-government schools (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (b)</i>	<i>SA (c)</i>	<i>Tas (c) (d)</i>	<i>ACT (c) (d)</i>	<i>NT</i>	<i>Aust</i>
2001									
From year 7or 8 to year 10									
All students	100.0	100.3	101.2	102.3	101.0	99.6	98.5	71.5	100.3
Indigenous students	109.2	204.3	126.6	115.9	87.5	93.0	100.0	39.6	99.4
From year 10 to year 12									
All students	80.9	89.6	89.1	81.9	85.0	70.5	68.7	52.1	84.5
Indigenous students	54.7	71.9	75.0	60.8	59.3	39.1	64.3	35.5	61.5
2002									
From year 7or 8 to year 10									
All students	99.6	99.9	100.8	102.9	100.8	101.8	100.7	76.7	100.2
Indigenous students	106.4	128.6	109.6	115.2	74.0	125.0	106.7	44.9	95.9
From year 10 to year 12									
All students	82.1	91.5	89.8	82.1	86.9	74.1	75.2	49.8	85.9
Indigenous students	49.1	63.3	65.5	54.3	61.3	100.0	100.0	50.0	60.4
2003									
From year 7or 8 to year 10									
All students	99.1	100.8	101.4	103.5	102.6	102.4	98.5	72.0	100.5
Indigenous students	92.7	80.0	113.7	98.7	84.6	109.3	76.5	27.1	86.8
From year 10 to year 12									
All students	81.0	91.8	90.6	81.9	87.9	76.2	76.3	46.5	85.9
Indigenous students	54.7	48.9	67.8	44.4	71.4	60.0	57.9	28.8	55.6
2004									
From year 7or 8 to year 10									
All students	98.6	99.9	102.4	103.8	102.7	103.3	97.2	75.1	100.4
Indigenous students	94.5	118.4	103.0	107.0	104.0	141.9	70.6	31.8	92.0
From year 10 to year 12									
All students	81.3	91.9	91.5	82.4	87.7	76.0	72.6	43.1	86.1
Indigenous students	48.1	51.1	72.5	40.1	81.1	40.0	31.3	32.2	55.5
2005									
From year 7or 8 to year 10									
All students	98.2	99.5	102.6	104.1	102.3	102.0	98.2	99.9	100.4
Indigenous students	104.6	117.3	97.2	113.4	91.4	125.0	105.9	123.8	106.2
From year 10 to year 12									
All students	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
Indigenous students	51.1	87.5	65.3	54.5	61.4	55.3	46.2	93.2	62.1

Table 3A.65 Apparent retention rates of full time secondary students, non-government schools (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (b)	<i>SA</i> (c)	<i>Tas</i> (c) (d)	<i>ACT</i> (c) (d)	<i>NT</i>	<i>Aust</i>
(a)	The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling. Calculations are based on full time student numbers.								
(b)	Data for WA have been affected by changes in scope and coverage over time.								
(c)	The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.								
(d)	The small number of Indigenous students in some jurisdictions (the ACT and Tasmania) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.								
	na Not available. np Not published.								

Source: ABS 2002, *Schools Australia* 2001, Cat. no. 4221.0; ABS 2003, *Schools Australia* 2002, Cat. no. 4221.0; ABS 2004, *Schools Australia* 2003, Cat. no. 4221.0; ABS 2005, *Schools Australia* 2004, Cat. no. 4221.0; ABS 2006, *Schools Australia* 2005, Cat. no. 4221.0; ABS *Schools Australia* (unpublished); 2007 Report, table 3A.120.

Table 3A.66

**Table 3A.66 Apparent retention rates of full time secondary students, all schools
(per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (b)</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>(d) ACT (d)</i>	<i>NT (c)</i>	<i>Aust</i>
2001									
From year 7or 8 to year 10									
All students	97.0	98.2	100.1	100.8	94.8	98.1	99.3	81.9	98.1
Indigenous students	83.1	83.4	91.9	89.7	78.0	105.1	84.1	57.7	85.7
From year 10 to year 12									
All students	70.3	81.6	79.7	71.9	69.6	71.6	93.3	64.9	75.4
Indigenous students	37.1	44.0	59.1	26.9	42.8	41.2	53.8	42.9	43.6
2002									
From year 7or 8 to year 10									
All students	97.2	97.8	100.5	100.2	95.0	100.1	100.1	78.4	98.1
Indigenous students	83.7	81.5	93.3	89.8	77.1	108.3	118.3	61.3	86.4
From year 10 to year 12									
All students	72.4	82.9	81.1	73.9	70.6	75.0	89.8	66.2	77.0
Indigenous students	38.0	40.9	60.3	29.0	43.3	59.7	78.8	41.1	45.8
2003									
From year 7or 8 to year 10									
All students	97.1	98.0	100.8	100.4	98.1	98.9	99.3	85.0	98.5
Indigenous students	82.1	74.8	94.9	94.0	83.5	105.8	91.2	61.0	87.2
From year 10 to year 12									
All students	72.7	82.9	81.5	70.6	70.8	76.2	90.3	68.7	76.9
Indigenous students	38.4	44.4	60.8	29.3	36.6	53.1	79.7	44.3	45.7
2004									
From year 7or 8 to year 10									
All students	96.6	97.3	100.3	100.5	98.2	99.6	99.8	85.9	98.1
Indigenous students	81.2	81.1	90.2	90.2	81.9	107.0	98.5	68.9	85.8
From year 10 to year 12									
All students	73.2	83.0	80.8	72.4	71.6	76.3	88.4	75.2	77.1
Indigenous students	37.8	44.7	60.8	30.1	44.2	54.5	74.6	49.2	45.7
2005									
From year 7or 8 to year 10									
All students	96.3	98.0	99.9	101.0	99.1	100.2	99.2	94.2	98.3
Indigenous students	80.2	81.2	91.8	92.8	86.7	103.2	101.2	91.2	88.3
From year 10 to year 12									
All students	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
Indigenous students	37.9	55.4	57.0	30.7	39.9	45.2	66.1	62.2	45.3

(a) The apparent retention rate is from year 8 to year 10 for Queensland, WA, SA and the NT and from year 7 to 10 for all other jurisdictions. The apparent retention rate is the percentage of full time students who continued to years 10–12 from respective cohort groups at the commencement of their secondary schooling. Calculations are based on full time student numbers.

(b) Data for WA have been affected by changes in scope and coverage over time.

Table 3A.66 Apparent retention rates of full time secondary students, all schools (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (b)</i>	<i>SA (c)</i>	<i>Tas (c)</i>	<i>(d) ACT (d)</i>	<i>NT (c)</i>	<i>Aust</i>
(c) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA, Tasmania and the NT.									
(d) The small number of Indigenous students in some jurisdictions (Tasmania and the ACT) can result in large fluctuations in the apparent retention rates when disaggregated by gender and school sectors.									
<p><i>Source:</i> ABS 2002, <i>Schools Australia</i> 2001, Cat. no. 4221.0; ABS 2003, <i>Schools Australia</i> 2002, Cat. no. 4221.0; ABS 2004, <i>Schools Australia</i> 2003, Cat. no. 4221.0; ABS 2005, <i>Schools Australia</i> 2004, Cat. no. 4221.0; ABS 2006, <i>Schools Australia</i> 2005, Cat. no. 4221.0; ABS <i>Schools Australia</i> (unpublished); 2007 Report, table 3A.121.</p>									