

National Agreement performance information 2009

National Education
Agreement

*Steering Committee
for the Review of
Government
Service Provision*

June 2010

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**Steering Committee for the
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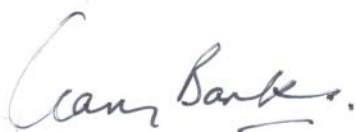
Dear Mr McClintock

In accordance with Schedule C of the *Intergovernmental Agreement on Federal Financial Relations* I am pleased to submit to you the Steering Committee's report on the performance data for the *National Education Agreement*.

This report is one of two Steering Committee reports that provide performance data on the National Agreements related to education and training. A separate appendix provides additional contextual information to assist in interpreting the information in this report.

This report was produced with the assistance of Australian, State and Territory Government departments and agencies, and a number of statistical bodies. The Steering Committee would like to record its appreciation for the efforts of all those involved in the development of this report.

Yours sincerely



Gary Banks AO
Chairman

30 June 2010

Secretariat c/- Productivity Commission

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This Report

The Steering Committee for the Review of Government Service Provision was requested by COAG to collate information relevant to the performance indicators in the National Agreements, and to provide it to the COAG Reform Council. The CRC subsequently requested the Steering Committee to include information on all categories of performance information set out in each National Agreement, including those variously referred to as performance indicators, progress measures, outputs, benchmarks and targets.

The information in this report is intended as an input to the COAG Reform Council's analysis. To facilitate the COAG Reform Council's work, this report contains the following information:

- background and roles and responsibilities for various parties in National Agreement performance reporting
- contextual information relevant to the *National Education Agreement*, including a profile of the school education sector
- overview of the performance indicators and key issues in performance reporting for the *National Education Agreement*
- individual indicator specifications and summary of data issues
- attachment tables containing the performance data for the baseline and most recent available reporting years. The electronic version of this report contains electronic links between indicator specifications and attachment tables, to assist navigation through the report. Attachment tables are also available in excel format.

An attachment provides the original data quality statements provided by data collection agencies.

Steering Committee

This Report was produced under the direction of the Steering Committee for the Review of Government Service Provision (SCRGSP). The Steering Committee comprises the following current members:

Mr Gary Banks AO	Chairman	Productivity Commission
Mr Ron Perry	Aust. Govt.	Department of Prime Minister and Cabinet
Ms Sue Vroombout	Aust. Govt.	Department of the Treasury
Mr John Ignatius	Aust. Govt.	Department of Finance and Administration
Ms Liz Develin	NSW	Department of Premier and Cabinet
Mr Kevin Cosgriff	NSW	Department of Treasury
Ms Katy Haire	Vic	Department of the Premier and Cabinet
Mr Tony Bates	Vic	Department of Treasury and Finance
Ms Amanda Scanlon	Qld	Department of the Premier and Cabinet
Mr John O'Connell	Qld	Department of Treasury
Ms Lyn Genoni	WA	Department of the Premier and Cabinet
Mr David Christmas	WA	Department of Treasury and Finance
Ms Chris Christensen	SA	Department of the Premier and Cabinet
Mr David Reynolds	SA	Department of Treasury and Finance
Ms Rebekah Burton	Tas	Department of Premier and Cabinet
Ms Pam Davoren	ACT	Chief Minister's Department
Ms Jenny Coccetti	NT	Department of the Chief Minister
Mr Tony Stubbin	NT	NT Treasury
Mr Trevor Sutton		Australian Bureau of Statistics
Dr Penny Allbon		Australian Institute of Health and Welfare

People who also served on the Steering Committee during the production of this Report include:

Ms Nazli Munir	NSW	Department of Premier and Cabinet
Mr Mark Ronsisvalle	NSW	Department of Treasury
Ms Sharon Bailey	Qld	Department of the Premier and Cabinet
Mr Ben Wilson	SA	Department of the Premier and Cabinet
Ms Anne Coleman	NT	Department of the Chief Minister

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National Education Agreement performance reporting

Attachment tables

Data for the performance indicators in this report are presented in a separate set of attachment tables. Attachment tables are identified in references throughout this report by an 'NEA' suffix (for example, table NEA.1.2) or an 'NIRA' suffix (for example, table NIRA.13.2). Tables beginning with 'NEA' represent attachment tables for NEA indicators, whilst tables beginning with 'NIRA' represent attachment tables for NIRA indicators related to NEA reporting.

About this report

Background to National Agreement reporting

In November 2008, the Council of Australian Governments (COAG) endorsed a new Intergovernmental Agreement on Federal Financial Relations (IGA) (2009a). The Ministerial Council for Federal Financial Relations (MCFRR) has general oversight of the operations of the IGA [para. A4(a)].

The IGA included six new National Agreements (NAs):

- *National Healthcare Agreement*
- *National Education Agreement*
- *National Agreement for Skills and Workforce Development*
- *National Affordable Housing Agreement*
- *National Disability Agreement*
- *National Indigenous Reform Agreement.*

COAG has also agreed to a new form of payment — National Partnership (NP) payments — to fund specific projects and to facilitate and/or reward states and territories that deliver on nationally significant reforms.

Five of the NAs are associated with a national Specific Purpose Payment (SPP) that can provide funding to the states and territories for the sector covered by the NA. These five SPPs cover schools, vocational education and training (VET), disability services, healthcare and affordable housing. The *National Indigenous Reform Agreement (NIRA)* is not associated with a specific SPP, but draws together Indigenous elements from the other NAs and is associated with several NP agreements.

Under the reforms, each NA contains the objectives, outcomes, outputs and performance indicators for each sector, and clarifies the respective roles and responsibilities of the Commonwealth and the states and territories in the delivery of services. The performance of all governments in achieving mutually agreed outcomes and benchmarks specified in each NA will be monitored and assessed by the COAG Reform Council (CRC).

At its 7 December 2009 meeting, COAG determined that the Heads of Treasuries, in consultation with Senior Officials, would undertake a review of NAs, NPs and Implementation Plans, and report their findings through the MCFFR to COAG by 31 December 2010. The review will consider:

- how consistent agreements are with the design principles of the IGA
- the clarity and transparency of objectives, outcomes, outputs and roles and responsibilities
- the quantity and quality of performance indicators and benchmarks (COAG 2009b).

National Agreement reporting roles and responsibilities

The IGA states that:

para. C5 — The performance reporting framework for the National Agreements is based on:

- (a) high-level performance indicators for each National Agreement;
- (b) the *Steering Committee for the Review of Government Service Provision* (the Steering Committee) having overall responsibility for collating the necessary performance data; and

-
- (c) the COAG Reform Council publishing performance data relating to National Agreements, and National Partnerships to the extent that they support the objectives in National Agreements, within three months of receipt from the Steering Committee, along with a comparative analysis of this performance information that:
- i. focuses on the high-level National Agreement performance indicators;
 - ii. highlights examples of good practice;
 - iii. highlights contextual differences between jurisdictions which are relevant to interpreting the data; and
 - iv. reflects COAG's intention to outline transparently the contribution of both levels of government to achieving performance benchmarks and to achieving continuous improvement against the outcomes, outputs and performance indicators.

The CRC are considering the impact of NPs on the achievement of the objectives of the NAs [para C5 (c)]. At the time of preparing this report the CRC had not requested the Steering Committee to include any performance data related to NPs.

The IGA further specifies that:

The Steering Committee will provide the agreed performance information to the COAG Reform Council, desirably within three months and no later than six months after the reporting period to which the data relates. [para. C10]

Performance information in respect of the education and training sectors will be on a calendar year basis, commencing with performance information for 2008, and for all other sectors will be on a financial year basis, commencing with performance information for 2008-09. [para. C11]

... *the Steering Committee* will comment on the quality of the performance indicator data using quality statements prepared by the collection agencies which set out the quality attributes of the data using the Australian Bureau of Statistics' Quality Framework. [para. C12]

Role of the CRC

The IGA states that:

... the [CRC] will report to the Prime Minister ... on:

- a) the publication of performance information for all jurisdictions against National Agreement outcomes and performance benchmarks;
- b) production of an analytical overview of performance information for each National Agreement, and National Partnership to the extent it supports the objectives in a National Agreement, noting that the [CRC] would draw on a range of sources, including existing subject experts;

-
- c) independent assessment of whether predetermined performance benchmarks have been achieved before an incentive payment to reward nationally significant reforms under National Partnerships is made;
 - d) monitoring the aggregate pace of activity in progressing COAG's agreed reform agenda; and
 - e) other matters referred by COAG. [para. A11]

The IGA further specifies that:

The [CRC] will provide annual reports to COAG containing the performance data. It will also report its own comparative analysis of the performance of governments in meeting the objectives of the National Agreements. The reports will also highlight examples of good practice and performance so that, over time, innovative reforms or methods of service delivery may be adopted by other jurisdictions. The parties [to the IGA] will provide the [CRC] the information necessary for it to fulfil its role, as directed by COAG. [para. C14]

The [CRC] reports should be provided to COAG no later than three months after receiving the performance information from the Steering Committee. [para. C15]

In preparing its performance information reports, the [CRC] may draw upon other data collection agencies and subject experts it considers relevant to its work. [para. C16]

Role of the Steering Committee

The Steering Committee is required to report twice yearly to the CRC on performance under the NAs. Reports from the Steering Committee to the CRC are required:

- by end-June on the education and training sector (*National Education Agreement* [NEA] and the *National Agreement for Skills and Workforce Development* [NASWD]), commencing with performance information for 2008
- by end-December on the other sectors (*National Healthcare Agreement*, the *National Affordable Housing Agreement*, the *National Disability Agreement* and the *National Indigenous Reform Agreement*), commencing with performance information for 2008-09
- including the provision of quality statements prepared by the collection agencies (based on the Australian Bureau of Statistics' [ABS] data quality framework).

The CRC has also requested the Steering Committee to collate data on the performance benchmarks for the reward components of the following two NP agreements:

- *National Partnership Agreement on Youth Attainment and Transitions*
- *National Partnership Agreement on Essential Vaccines.*

The Steering Committee will report separately to the CRC on these two NP agreements.

Steering Committee report to Heads of Treasuries on data gaps in the national agreement report framework

The Steering Committee was asked by the Chair of the Heads of Treasuries Committee on Federal Financial Relations to draw together information on data gaps in the National Performance Reporting Framework. The first report addressed data gaps in the performance indicators covered in this report, and was submitted to the Heads of Treasuries Committee on 17 September 2009.

Role of Ministerial Councils and COAG Working Groups

The IGA states that:

The role of relevant Ministerial Councils, other than the Ministerial Council for Federal Financial Relations, and relevant COAG Working Groups with respect to [the IGA] includes recommending to COAG on:

- a) development of objectives, outcomes, outputs and performance indicators for National Agreements; and
- b) proposing new specific projects and reforms which could be supported by National Partnerships. [para. A9]

Ministerial Councils may also be consulted by the MCFFR, in relation to its roles in:

- maintaining a register of the national minimum data sets [para. C28]
- overseeing progress in improving the quality and timeliness of indicator data and the coordination of improvements in data collection processes, data quality and the timeliness of performance reporting for the National Performance Reporting System. [para. C29]

Role of data collection agencies

Data collection agencies are responsible for providing the required data to the Steering Committee and preparing data quality statements ‘... which set out the quality attributes of the data using the ABS’ Quality Framework’. [para. C12]

As noted above, data collection agencies may also be called upon by the CRC, as the CRC prepares its performance information reports. [para. C16]

Data collection agencies may also be consulted by the MCFFR, in relation to its roles in:

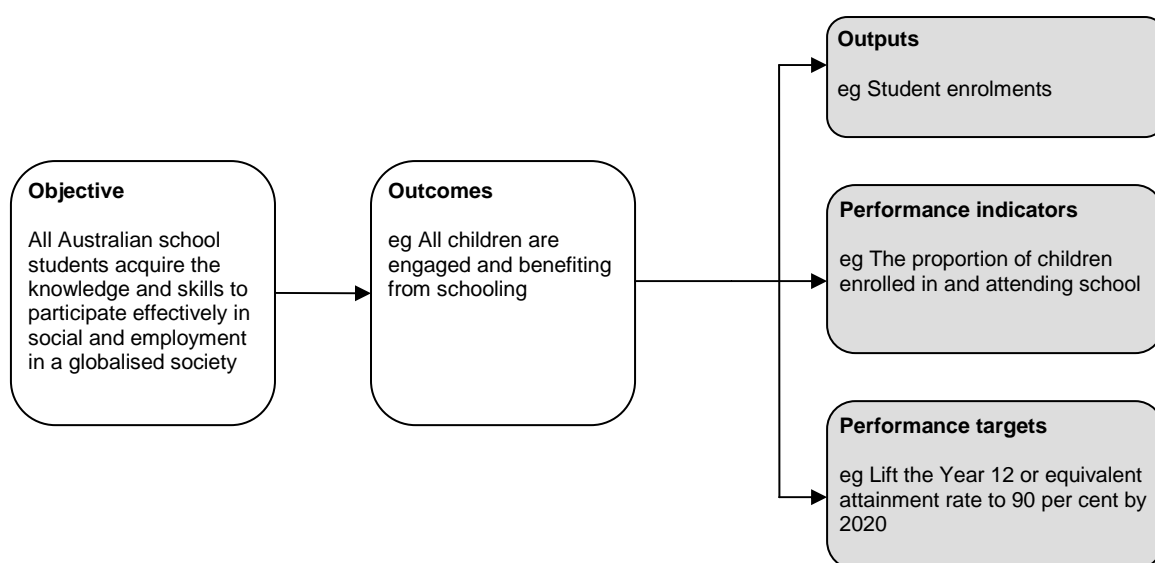
- maintaining a register of the national minimum data sets [para. C28]
- overseeing progress in improving the quality and timeliness of indicator data and the coordination of improvements in data collection processes, data quality and the timeliness of performance reporting for the National Performance Reporting System. [para. C29]

Performance reporting

The Steering Committee is required to collate performance information for the *National Education Agreement* (NEA) (COAG 2009c) and provide it to the CRC no later than 30 June 2010. The CRC has requested the Steering Committee to provide information on all performance categories in the National Agreements (variously referred to as ‘outputs’, ‘progress measures’, ‘performance indicators’, ‘performance benchmarks’ and ‘targets’).

The NEA includes the performance categories of ‘outputs’, ‘performance indicators’ and ‘performance targets’. The links between the objectives, outcomes and associated performance categories in the NEA are illustrated in figure 1.

Figure 1 **NEA performance reporting^{a, b}**



^a Shaded boxes indicate categories of performance information included in this report. ^b The NEA has multiple outcomes, performance targets, outputs and performance indicators. Only one example of each is included in this figure for illustrative purposes.

This report includes available baseline and current year data for:

- NEA outputs
- NEA performance indicators
- NEA performance targets.

National results are presented for each of the performance categories for this agreement (outputs, performance indicators and performance targets). The national results are included to assist readers to identify the key findings from the large volume of data provided in the attachment tables. No analyses of the results are included, as analysis is the responsibility of the CRC.

This report also contains the original data quality statements (DQSs) completed by relevant data collection agencies. In addition, this report includes comments by the Steering Committee on the quality of reported data based on data quality statements completed by relevant data collection agencies, and identifies areas for development of NEA ‘outputs’, ‘performance indicators’ and ‘performance targets’. Box 1 identifies the key issues in reporting on the performance categories in the NEA.

A separate appendix (*National Agreement performance information 2009: Appendix — Education and Training*) provides general contextual information about each jurisdiction, to assist interpretation of the performance data. Contextual information is provided on population size and trends, family and household characteristics, socioeconomic status and general economic indicators.

Box 1 Key issues in reporting against the NEA

General

- Multiple sources have been used to provide data for the indicators in this report. Comments on the comparability of different data sources within an indicator have been provided where relevant. In this report, the National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and the Survey of Education and Work (SEW) provide comparable data for Indigenous and non-Indigenous people respectively. However, Indigenous estimates from the NATSISS and Census are not directly comparable.
- Of the 15 performance indicators (which also provide measures for the three performance targets), four did not have annual data:
 - *the proportion of Indigenous students completing year 10* (5-yearly)
 - *the proportion of students in the bottom and top levels of performance in international testing (for example, the Program for International Student Assessment [PISA], Trends in International Mathematics and Science Study [TIMSS])* (3-yearly)
 - *the proportion of the 20–24 year old Indigenous and low socioeconomic status (SES) population having attained at least a year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II* (3-yearly)
 - *the proportion of Indigenous 18–24 year olds engaged in full time employment, education or training at or above Certificate III* (3-yearly).

The Steering Committee considers that:

- more regular reporting of data on the proportion of Indigenous students completing year 10 is required
- it is unlikely that more regular data collection would be cost effective for the other three indicators that do not have annual data.
- Data disaggregated by Indigenous status by State and Territory are available for all relevant performance targets and performance indicators. However, further disaggregation of Indigenous status by other variables (for example, by geolocation) is either not available (for example, outputs reported using data from the National School Statistics Collection [NSSC]) or are subject to relatively large sampling errors (for example, performance indicators using NATSISS data).

Outputs

- Outputs are related to student enrolments. Nationally comparable data on student enrolments are available from the NSSC, but these data are not available disaggregated by SES of schools (one of disaggregations specified in the NEA). The Steering Committee considers that the application of the Index of Community Socio-Educational Advantage (ICSEA) to the NSSC collection would provide relevant data.

(Continued next page)

Box 1. (Continued)

Performance targets

- The calculation of Year 12 attainment rates in this report (based on advice from jurisdictions and the ABS) is comparable for performance targets (and associated performance indicators), across the NEA and the NIRA. However, the calculation differs to that used in the *National Partnership Agreement on Youth Attainment and Transitions*.

Performance indicators

- In December 2009, COAG endorsed changes to a number of performance indicators, based on recommendations in the CRC baseline report. Details of the Steering Committee's treatment of these changes are listed on page 11. Where data for an indicator have changed from the previous year due to a change in the indicator, measure or collection, data have been backcast to provide a full time series.
- All 15 performance indicators in this report could be reported against. One performance indicator had no new data available since the baseline report:
 - *the proportion of students in the bottom and top levels of performance in international testing.*
- Three performance indicators use data sourced from annual sample surveys which may not be able to assess change over time at the jurisdictional level, due to small annual changes relative to the size of sample errors:
 - *the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II and above*
 - *the proportion of young people participating in post-school education or training six months after school*
 - *the proportion of 18–24 year olds engaged in full time employment, education or training at or above Certificate III.*
- Three performance indicators have associated measures for which the data provided result in proportions greater than 100 per cent:
 - *the proportion of children (1) enrolled in and (2) attending school (enrolled only)*
 - *the proportion of Indigenous and low SES children (1) enrolled in and (2) attending school (enrolled by Indigenous status only)*
 - *the proportion of Indigenous students completing year 10 (proxy measure of Apparent Retention Rates only).*
- Further improvements are required to develop comparable data across school sectors and across states and territories for student attendance. Attendance rates cannot be reported for the total of all schools, or for the total of all school years.

Changes from the previous National Education Agreement performance report

CRC advice to the Steering Committee on data requirements

The CRC recommended changes to indicators in their first NEA report. This is consistent with the CRC's role under the IGA that 'the [CRC] may advise on where changes might be made to the performance reporting framework' [IGA para C30]. The CRC reports, including these recommendations, were endorsed by COAG in December 2009.

In response, the Steering Committee has made the following changes for the second cycle of NEA reporting:

- *NEA Indicator 1 — The proportion of children enrolled in and attending school and NEA Indicator 2 — The proportion of Indigenous and low SES children enrolled in and attending school:* The measure for students aged 6–16 years has been removed from the report, which now only reports against the measure for students aged 6–15 years, as the measure is intended to relate only to the compulsory years of schooling
- *NEA Indicator 3 — The proportion of Indigenous students completing Year 10:* The age group for the first measure has been amended from 15–19 years to 17–19 years, to reflect the ages of students who are more likely to have completed year 10
- *NEA Indicator 4 — Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing and NEA Indicator 5 — Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing:* To enable a more informative assessment of student achievement, two additional measures have been added to the National Assessment Program – Education and Literacy (NAPLAN) achievement indicators:
 - reporting against mean scale scores
 - reporting against CRC specified achievement bands.
- *NEA Indicator 7 — The proportion of the 19 year old population having attained at least a Year 12 or equivalent or AQF Certificate II and NEA Indicator 8 — The proportion of the 19 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II:* The

indicator has been amended from 19 year olds to 20–24 year olds, to reflect the parallel COAG targets on year 12 attainment for 20–24 year olds

- *NEA Indicator 9 — The proportion of young people participating in post-school education or training six months after school:* The measure has been amended from 15–19 year olds who left school in the previous year, to 15–19 years olds who have left at any time previously, to measure those students most ‘at risk’ of an unsuccessful transition from school to further education/training or employment.

Amendments to previous years data are noted in the summaries of data quality and the relevant attachment tables.

Where data for an indicator have changed from the baseline report due to a change in indicator, measure or collection, data have been backcast where possible to enable a comparable time series to be maintained. Data that have not changed from the baseline report are also included for completeness.

Context for National Education Agreement performance reporting

The objective of the NEA is ‘All Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.’ [NEA para. 9] Further to this, the NEA will contribute to the achievement of the following outcomes:

- all children are engaged in and benefiting from schooling
- young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- Australian students excel by international standards
- schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
- young people make a successful transition from school to work and further study. [NEA para. 12]

COAG also agreed to the following three targets, noting they are critical to the achievement of the objective and outcomes above:

- lift the year 12 or equivalent attainment rate to 90 per cent by 2020 (this target was subsequently amended by COAG in April 2009 to lift the year 12 or equivalent attainment rate to 90 per cent by 2015 — see section on *Performance targets* for further details)
- halve the gap for Indigenous students in reading, writing and numeracy within a decade
- at least halve the gap for Indigenous students in year 12 or equivalent attainment rates by 2020. [NEA para. 13]

This report does not include information on performance against NP agreement indicators. However, several agreements may be relevant for analysing performance of the NEA:

- *National Partnership Agreement on Literacy and Numeracy*
- *National Partnership Agreement on Improving Teacher Quality*
- *National Partnership Agreement on Low Socioeconomic Status School Communities*
- *National Partnership Agreement on Early Childhood Education*

-
- The Building the Education Revolution component of the *National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now*
 - *National Partnership Agreement on Youth Attainment and Transitions*.

Roles and responsibilities

The roles of the Commonwealth under the NEA are detailed at para. 18 of the NEA. State and Territory roles and responsibilities are detailed at para. 19. Shared roles and responsibilities are detailed at para. 17.

The Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA)¹ — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for developing national priorities and strategies for schooling.

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

The Australian Government provides supplementary funding for government schools through the NEA (which is a schedule to the IGA) and for non-government schools through the *Schools Assistance Act 2008*, both of which came into effect on 1 January 2009. Other Australian Government payments of a smaller scale are made directly to school communities, students and other organisations to support schooling. The Australian Government is the major source of government funds to non-government schools.

¹ The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) was established on 1 July 2009, and was formerly known as the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

Structure of school education

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

In 2009, the compulsory starting age for school education in states and territories was:

- 5 years of age (Tasmania)
- 6 years of age (NSW, Victoria, Queensland [as at 1 July], WA, SA, the ACT and the NT).

Although some students may undertake other/alternative approved courses/programs/activities (including approved employment) in some states, in 2009 students were generally required to stay at school until:

- reaching 15 years of age (NSW, ACT and NT)
- reaching 16 years of age (Victoria and SA)
- the end of the year in which students reach 16 years of age (Tasmania)
- reaching 16 years of age or completing year 10 (Queensland)
- the end of the year in which students reach 17 years of age (WA).

As part of the Compact with Young Australians, which is supported by the *National Partnership Agreement on Youth Attainment and Transitions*, COAG agreed to implement a National Youth Participation Requirement (NYPR) commencing on 1 January 2010 (COAG 2009d). Young people will be required to participate in schooling (or an approved equivalent) until they complete year 10, and then participate full time (at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17. The NYPR will be implemented through State and Territory legislation where equivalent provisions are not already in place, and exemptions will continue in line with existing State and Territory practice.

Early childhood education

Research indicates that quality early childhood education can assist children's school performance, particularly for children from disadvantaged backgrounds (DEECD 2008).

Both empirical and anecdotal evidence suggest that children who have not had the opportunity to attend an early childhood education program may be disadvantaged when they begin school (ACCI 2007). Children without an early childhood education experience have greater difficulty making the transition to the first year of school, take longer to settle into the routines of a classroom and find it harder to respond appropriately to tasks and expectations (ACCI 2007).

The *National Early Childhood Development Strategy — Investing in the Early Years*, was endorsed by COAG on 2 July 2009. The strategy is a collaboration between Australian, State and Territory governments. The strategy broadly covers children from before birth to eight years, and aims to improve outcomes for all children and their families, including reducing inequalities in outcomes between groups of children.

The Children's services chapter in the 2010 *Report on Government Services* (SCRGSP 2010) and the Early childhood education chapter in the 2009 *Overcoming Indigenous Disadvantage* report (SCRGSP 2009a) provide data on enrolments, participation rates and attendance rates (based on absentee rates) for children in preschool. A number of caveats need to be considered in interpreting these data, and rather than reproduce the material in this report, readers are encouraged to refer to the two reports noted.

A *National Information Agreement* on early childhood education and care data was agreed by all jurisdictions in late 2009. This agreement will facilitate the collection of more consistent data on Indigenous participation. Improved data are anticipated to be reported from 2011.

Students

Student performance can be affected by factors that may be partly or totally outside the influence of the school system, such as student commitment, family environment (including socioeconomic status, parents' educational attainment and support for the child) and the proximity of the school to other educational facilities. Hattie (1999, 2003) identifies six major sources of variance in students achievement, with the student themselves accounting for about 50 per cent of the

variance of achievement and the home accounting for about 5 to 10 per cent (other sources are teachers who account for about 30 per cent, schools at around 5 to 10 per cent [including principals] and peer effects at around 5 to 10 per cent).

An OECD study reported evidence that home factors, including parental support for education, engagement with children's learning and cultural assets (like books), are associated with stronger school performance (Field et al. 2007).

A large body of research explores the nature of the relationship between socioeconomic status and learning outcomes.

Data from the Programme for International Student Assessment (PISA) have shown that socioeconomic background and performance are closely related, although this relationship is associative and not deterministic (OECD 2009). The PISA is an internationally standardised assessment jointly developed by participating economies and administered to a sample of 15 year olds in schools.

In Australia, the Longitudinal Surveys of Australian Youth (LSAY) conducted by the Australian Council for Educational Research (ACER) demonstrated notable differences between students by socioeconomic status both at an individual level (determined by one parent's occupation, generally the father's) and between schools, using data from five studies between 1975 and 1998 (Rothman 2003).

Schools

At the beginning of August 2009, there were 9529 schools in Australia (6414 primary schools, 1439 secondary schools and 1261 combined schools and 415 special schools).² The majority of schools were government owned and managed (71.4 per cent) (table 1).

Settlement patterns (population dispersion), the age distribution of the population, and educational policy influence the distribution of schools by size and level in different jurisdictions. Nationally, 63.6 per cent of all secondary schools enrolled over 600 students (SCRGSP 2010). A breakdown by jurisdiction of primary and secondary schools by size for government, non-government and all schools is available in *Schools Australia, 2009* (ABS 2010).

² Combined schools are combined primary and secondary schools. Special schools provide special instruction for students with a physical and/or mental disability/impairment, or with social problems.

Table 1 Summary of school characteristics, August 2009

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools (no.)									
Primary	1 634	1 180	929	510	421	139	55	62	4 930
Secondary	370	252	178	99	72	37	17	15	1 040
Combined ^a	66	67	91	95	75	26	7	70	497
Special schools ^b	111	76	47	67	20	5	4	5	335
Total	2 181	1 575	1 245	771	588	207	83	152	6 802
Non-government schools (no.)									
Primary	499	427	232	154	106	29	26	11	1 484
Secondary	155	105	72	23	22	7	5	10	399
Combined ^a	228	150	149	112	68	30	12	15	764
Special schools ^b	34	22	12	7	3	1	1	–	80
Total	916	704	465	296	199	67	44	36	2 727
All schools (no.)									
Primary	2 133	1 607	1 161	664	527	168	81	73	6 414
Secondary	525	357	250	122	94	44	22	25	1 439
Combined ^a	294	217	240	207	143	56	19	85	1 261
Special schools ^b	145	98	59	74	23	6	5	5	415
Total	3 097	2 279	1 710	1 067	787	274	127	188	9 529
Proportion of schools that are government schools (%)									
Primary	76.6	73.4	80.0	76.8	79.9	82.7	67.9	84.9	76.9
Secondary	70.5	70.6	71.2	81.1	76.6	84.1	77.3	60.0	72.3
Combined ^a	22.4	30.9	37.9	45.9	52.4	46.4	36.8	82.4	39.4
Special schools ^b	76.6	77.6	79.7	90.5	87.0	83.3	80.0	100.0	80.7
All schools	70.4	69.1	72.8	72.3	74.7	75.5	65.4	80.9	71.4
Proportion of primary schools (%)									
Government	74.9	74.9	74.6	66.1	71.6	67.1	66.3	40.8	72.5
Non-government	54.5	60.7	49.9	52.0	53.3	43.3	59.1	30.6	54.4
All schools	68.9	70.5	67.9	62.2	67.0	61.3	63.8	38.9	67.3

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

Source: ABS (2010 and unpublished) *Schools Australia 2009*, Cat. no. 4221.0, data cube NSSC T31a.

NEA outputs

The following outputs have been identified in the NEA as supporting achievement of the NEA outcomes:

- Number of students enrolled in school, including enrolled in VET in school disaggregated by:
 - school sector
 - Indigenous status
 - socioeconomic status of schools.

Number of students enrolled in school

The numbers of full time equivalent (FTE) student enrolments in primary and secondary schools for the baseline period and 2009 are in table 2. National results for the NEA output are in box 10. Student enrolments include enrolled students studying VET in schools.

Comparability between states and territories may be affected by differences in the organisation of grades, policy on student intake and advancement and flows from secondary to vocational education (ABS 2010). In addition, the ACT is significantly affected by cross border use of services, in particular by NSW students attending ACT schools (ACT unpublished).

Table 2 FTE student enrolments, by level of education, 2008 and 2009 ('000)^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total FTE student enrolments by level of education, 2008									
Primary schools	617.6	455.3	433.6	213.4	156.3	44.8	30.8	23.4	1 975.3
Secondary schools	492.3	384.6	275.0	136.9	98.4	37.7	28.5	15.9	1 469.3
All schools	1 110.0	839.9	708.6	350.4	254.7	82.5	59.3	39.2	3 444.5
Total FTE student enrolments by level of education, 2009									
Primary schools	618.8	458.6	439.7	216.8	156.2	44.2	31.3	23.2	1 988.9
Secondary schools	493.4	387.2	280.7	139.7	100.6	37.9	28.6	15.4	1 483.4
All schools	1 112.2	845.8	720.4	356.5	256.8	82.1	59.9	38.6	3 472.2

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

Source: ABS (2009, 2010 and unpublished) *Schools Australia, 2009* and *Schools Australia, 2008*, Cat. no. 4221.0.

Box 2 Results

The number of FTE student enrolments in all schools was 3 472 200 in 2009, and 3 444 500 in 2008.

Number of students enrolled in school by school sector

The numbers of FTE student enrolments in government and non-government schools for the baseline period and 2009 are in table 3. National results for the NEA output are in box 3. As noted, the ACT is affected by cross border use of services, in particular by NSW students attending ACT schools (ACT unpublished).

Although the absolute number of enrolments in government schools and non-government schools increased from 2008 to 2009 (by 0.4 per cent and 1.5 per cent respectively), there was a shift in the proportion of FTE students by school sector of 0.2 percentage points from government schools to non-government schools (table 3).

Table 3 Number and proportion of FTE students who were enrolled in government and non-government schools, by level of education, 2008 and 2009^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of FTE students enrolled in government schools ('000), 2008									
Primary schools	430.1	311.0	309.7	150.8	105.1	33.5	18.5	18.5	1 377.2
Secondary schools	305.7	225.4	172.1	80.6	60.2	25.7	15.5	10.8	896.1
All schools	735.8	536.4	481.8	231.4	165.3	59.1	34.0	29.3	2 273.3
Number of FTE students enrolled in government schools ('000), 2009									
Primary schools	430.8	312.4	311.4	152.3	104.1	32.9	18.8	18.2	1 380.9
Secondary schools	305.8	226.3	175.4	81.7	61.4	25.7	15.5	10.4	902.3
All schools	736.6	538.7	486.8	233.9	165.6	58.7	34.3	28.6	2 283.2
Number of FTE students enrolled in non-government schools ('000), 2008									
Primary schools	187.6	144.3	123.9	62.6	51.2	11.3	12.3	4.9	598.1
Secondary schools	186.6	159.1	102.9	56.3	38.2	12.0	13.0	5.0	573.1
All schools	374.2	303.5	226.8	118.9	89.4	23.3	25.2	9.9	1 171.2
Number of FTE students enrolled in non-government schools ('000), 2009									
Primary schools	188.0	146.3	128.3	64.6	52.1	11.3	12.5	5.1	608.0
Secondary schools	187.5	160.8	105.3	58.0	39.1	12.2	13.1	5.0	581.0
All schools	375.5	307.1	233.6	122.6	91.2	23.4	25.5	10.0	1 189.0
Proportion of FTE students who were enrolled in government schools (per cent), 2008									
Primary schools	69.6	68.3	71.4	70.7	67.2	74.8	60.2	79.1	69.7
Secondary schools	62.1	58.6	62.6	58.9	61.2	68.1	54.4	68.4	61.0
All schools	66.3	63.9	68.0	66.1	64.9	71.7	57.4	74.8	66.0
Proportion of FTE students who were enrolled in government schools (per cent), 2009									
Primary schools	69.6	68.1	70.8	70.2	66.7	74.5	60.2	78.2	69.4
Secondary schools	62.0	58.5	62.5	58.5	61.1	67.9	54.2	67.8	60.8
All schools	66.2	63.7	67.6	65.6	64.5	71.5	57.3	74.1	65.8

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

Source: ABS (2009, 2010 and unpublished) *Schools Australia, 2009* and *Schools Australia, 2008*, Cat. no. 4221.0.

Box 3 Results

The number of FTE students enrolled in government schools was 2 283 200 in 2009 and 2 273 300 in 2008. The number of FTE students enrolled in non-government schools was 1 189 000 in 2009, and 1 171 200 in 2008.

Number of students enrolled in VET in schools

The most recent data on the number of students enrolled in VET in schools is for the 2008 school year (table 4). National results for the NEA output are in box 4.

VET in schools is counted if it is undertaken as part of a senior secondary certificate, and if its completion by the student provides credit towards a recognised VET credential within the AQF (NCVER 2010).

Table 4 Total VET in schools students, by year ('000)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld^b</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust^b</i>
2006	52.3	38.1	42.2	17.2	12.9	2.7	4.5	1.8	171.7
2007	53.5	40.6	43.1	16.3	11.9	2.8	4.4	2.2	174.8
2008	54.9	43.4	78.4	21.6	12.5	3.2	4.0	2.0	220.0

^a Data in this table may not be comparable due to compilation issues (see NCVER 2008, 2009 and 2010) for further details). ^b The increase in student numbers between 2007 and 2008 can be partly attributed to an improvement in the reporting requirements for the Queensland Certificate of Education. As a result, students and registered training organisations (RTOs) are more accountable for the reporting of training activity, and the identification of school-based apprentices and trainees has improved in Queensland.

Source: NCVER (2008, 2009 and 2010) *Australian Vocational Education and Training Statistics: VET in Schools* (multiple years), NCVER, Adelaide.

Box 4 Results

The number of students enrolled in VET in schools was 220 000 in 2008 and 171 700 in 2006. However, this difference is partly attributable to improvement in reporting for the Queensland Certificate of Education from 2007 onwards.

Special needs groups

Some groups of students in school education have been identified as having special needs (see SCRGSP 2010, chapter 4). These special needs groups include:

- Indigenous students
- students from language backgrounds other than English (LBOTE)
- students with disabilities
- geographically remote students
- students from low SES schools.

Of these groups, students from low SES schools and Indigenous students have been explicitly identified as NEA outputs. Additional contextual information is provided below on the proportions of LBOTE students, students with disabilities and students who are geographically remote in each jurisdiction.

Data are currently not available on students from schools considered as being of low SES. The Steering Committee is aware that the Australian Curriculum, Assessment and Reporting Authority (ACARA) has developed a measure by which NAPLAN data can be compared across schools that are statistically similar. The ICSEA was developed specifically for the *MySchool* website, which provides public statistical and contextual information on individual Australian schools. The ICSEA takes into account a range of socioeconomic factors derived from ABS Census data that are known to have a strong correlation with educational outcomes. Schools are placed on a numerical scale by reference to their relative socio-educational advantage. National data are not currently available disaggregated by ICSEA, but may be available for future years of reporting (ACARA 2010).

Care needs to be taken in interpreting information disaggregated by special needs groups as definitions of special needs students may differ across states and territories.

Indigenous students

The most recent data on the number of Indigenous students enrolled in school is for the 2009 school year (table 5). National results for the NEA output are in box 5, for both the current and baseline reporting years.

The absolute number of Indigenous students in schools has increased from 2008 to 2009, with increased numbers in government and non-government schools (table 5). The proportion of Indigenous students enrolled in school increased from 4.4 per cent in 2008 to 4.5 per cent in 2009. The proportions are derived by comparing absolute numbers of Indigenous students with total enrolments.

The proportion of students identifying as Indigenous is higher in government schools compared to non-government schools. Nationally in 2009, the proportion of Indigenous students was 5.9 per cent for government schools and 1.9 per cent for non-government schools (table 5).

Table 5 Number and proportion of Indigenous students enrolled in school, by school sector, 2008 and 2009^{a, b}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of Indigenous students enrolled in school, 2008 ('000)									
Government schools	39.3	7.9	38.9	19.3	7.8	4.4	0.9	13.0	131.4
Non-government schools	5.5	1.0	6.2	3.6	1.0	0.7	0.3	3.0	21.2
All schools	44.7	8.9	45.0	22.9	8.7	5.1	1.2	16.0	152.6
Number of Indigenous students enrolled in school, 2009 ('000)									
Government schools	40.7	8.2	39.8	19.3	8.1	4.9	1.0	12.4	134.3
Non-government schools	6.0	1.1	6.8	3.6	1.0	0.7	0.3	2.9	22.4
All schools	46.7	9.3	46.6	22.8	9.1	5.6	1.3	15.4	156.7
Proportion of Indigenous students enrolled in school, 2008 (per cent)									
Government schools	5.3	1.5	8.0	8.3	4.6	7.4	2.6	44.1	5.8
Non-government schools	1.5	0.3	2.7	3.0	1.1	2.9	1.1	30.1	1.8
All schools	4.0	1.1	6.3	6.5	3.4	6.1	2.0	40.6	4.4
Proportion of Indigenous students enrolled in school, 2009 (per cent)									
Government schools	5.5	1.5	8.1	8.2	4.8	8.2	3.0	43.3	5.9
Non-government schools	1.6	0.4	2.9	2.9	1.1	3.1	1.0	29.0	1.9
All schools	4.2	1.1	6.4	6.4	3.5	6.7	2.1	39.6	4.5

^a Proportions are derived by comparing absolute numbers of Indigenous students with total enrolments.

^b Disaggregations by Indigenous status are only available for Indigenous students and all students. The extent of Indigenous status being 'not stated' is unknown. Therefore, the potential impact of 'not stated' Indigenous status on overall counts cannot be determined.

Source: ABS (2009, 2010 and unpublished) *Schools Australia, 2008* and *Schools Australia, 2009*, Cat. no. 4221.0.

Box 5 Results

The number of Indigenous students enrolled in school was 156 700 in 2009 and 152 600 in 2008.

LBOTE students

The most recent available data on LBOTE students is for the 2006 school year, and was included in the baseline NEA report (SCRGSP 2009b).

Students with disabilities

Students with disabilities are defined as those students who satisfy the criteria for enrolment in special education services or programs provided in the State or Territory in which they are enrolled. These criteria vary across jurisdictions. Data

for students with disabilities are sourced from unpublished data provided by the Department of Education, Employment and Workplace Relations (DEEWR), with data on enrolments used for the denominator sourced from the NSSC.

Students with disabilities are educated in both mainstream and special schools. Nationally in 2008, the proportion of students with disabilities for all schools was 4.6 per cent. The proportion enrolled in government schools (5.5 per cent) was almost twice as high as that in non-government schools (2.8 per cent) in 2008 (table 6). The baseline NEA report contains data for 2007 (SCRGSP 2009b).

Table 6 Funded students with disabilities, 2008 (per cent)^a

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools	5.9	5.5	4.4	3.5	9.2	5.1	5.1	12.5	5.5
Non-government schools	3.5	2.8	2.0	2.0	3.1	1.9	1.7	2.8	2.8
All schools	5.1	4.5	3.6	3.0	7.0	4.2	3.7	10.1	4.6

^a To be an eligible student with disabilities, the student (among other things) must satisfy the criteria for enrolment in special education services or special education programs provided by the government of the state or territory in which the student resides. Data should be used with caution as these criteria vary across jurisdictions, for example, SA data include a large number of students in the communication and language impairment category. This subset of students is not counted by other states/territories under funded students with disabilities. Other states/territories fund these students with other specific programs.

Source: ABS (2009) *Schools Australia, 2008*, Cat. no. 4221.0; DEEWR (unpublished).

Geographically remote students

Identification of geographically remote students is based on the school location according to the metropolitan zone, provincial zone, remote areas and very remote areas as defined in the MCEECDYA agreed classification.³ The proportion of students attending schools in remote areas varies across jurisdictions (table 7).

Nationally, the proportion of students enrolled in schools in remote areas was 1.4 per cent. The proportion enrolled in government schools (1.8 per cent) was more than twice as high as that in non-government schools (0.8 per cent) in 2008. Nationally, the proportion of students enrolled in schools in very remote areas was 0.9 per cent, and four times as high in government schools (1.2 per cent) compared with non-government schools (0.3 per cent) (table 7). Additional data for 2007 are in the baseline NEA report (SCRGSP 2009b).

³ To investigate the possibility that these data may understate the proportion of students in remote areas as a result of relying on school location rather than students' home location, the 2001 (then) MCEETYA data were compared with data derived from the 2001 Census. The two data sets were found to be similar, except that Tasmania had about one third more remote area students in the Census data. This result may be indicative for the data in this report.

Table 7 Students attending schools in remote and very remote areas as a proportion of all students, 2008 (per cent)^{a, b, c}

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote areas									
Government schools	0.5	0.1	2.2	5.8	3.9	1.0	..	17.8	1.8
Non-government schools	0.2	–	0.7	2.0	1.2	0.5	..	29.8	0.8
All schools	0.4	0.1	1.7	4.5	2.9	0.9	..	20.8	1.4
Very remote areas									
Government schools	0.1	..	1.7	3.4	1.1	0.5	..	29.6	1.2
Non-government schools	0.1	..	0.3	1.4	0.2	–	..	13.3	0.3
All schools	0.1	..	1.2	2.7	0.8	0.4	..	25.5	0.9

^a Proportions are based on school sector (for example, students in government schools in remote areas as a proportion of all government school students). ^b Victoria has no very remote areas. The ACT has no remote or very remote areas. ^c The MCEETYA definitions for remote areas are not directly comparable to the ABS Accessibility and Remoteness Index for Australia (ARIA), which is used to provide disaggregations by remoteness areas for ABS data. .. Not applicable. – Nil or rounded to zero.

Source: DEEWR (unpublished).

Performance targets

The CRC has requested the Steering Committee to report against the performance targets identified in the NAs. The performance targets in the NEA are:

- (a) lift the Year 12 or equivalent attainment rate to 90 per cent by 2020
- (b) halve the gap for Indigenous students in reading, writing and numeracy within a decade
- (c) at least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.

At its 30 April 2009 meeting, COAG ‘... further agreed to bring forward the 90 per cent year 12 or equivalent attainment rate target from 2020 to 2015’ (COAG 2009a).

COAG agreed to two measures for the 90 per cent year 12 or equivalent attainment rate targets, both of which relate to the 20 to 24 year old population:

- for 2015, the proportion of young people in the 20 to 24 year old age group who have achieved Year 12 or a Certificate II or above as measured by the ABS Survey of Education and Work
- for 2020, the proportion of young people in the 20 to 24 year old age group who have achieved Year 12 or a Certificate III or above as measured by the ABS Survey of Education and Work.

To incorporate the measures agreed by COAG in April 2009, target (a) above has been re-named (a.1) for the 2015 target including Certificate II, and (a.2) for the 2020 target including Certificate III.

The 2008 NEA baseline report included data for both the 19 year old population and the 20 to 24 year old population. In line with the COAG agreement and resulting CRC recommendation, this report only includes data for the 20 to 24 year old population.

Performance target (a.1) — lift the Year 12 or equivalent attainment rate to 90 per cent by 2015

Outcome:	Young people make a successful transition from school to work and further study
Measure:	<p>Proportion of the 20 to 24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above</p> <p>The measure is defined as:</p> <ul style="list-style-type: none">– <i>numerator</i> — number of 20 to 24 year olds who self-identify as having attained a year 12 or AQF Certificate Level II or above (excluding Certificate nfd, including Certificate I/II nfd)– <i>denominator</i> — number of 20 to 24 year olds in the population and is expressed as a <i>percentage</i> <p>Excludes people whose educational attainment is not stated</p>
Related performance indicator/s:	Performance indicator 7, 'The proportion of the 20 to 24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above' is related to this target
Data source:	<u>Survey of Education and Work</u> (SEW). Data collected annually
Data provider:	ABS
Data availability:	SEW — 2009
Baseline:	2008
Cross tabulations provided:	State and Territory

Box 6 **Results**

Nationally, the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above was 84.5 per cent in 2009, and 84.2 per cent in 2008.

Apparent differences in results between years may not be statistically significant. To assist in interpretation, 95 per cent confidence intervals and relative standard errors are provided in the attachment tables for this indicator.

Results are available by State and Territory for 2009 and 2008 in tables NEA.7.1 and NEA.7.2 respectively.

Attachment tables

Table NEA.7.1	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2009
Table NEA.7.2	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2008*

* Indicates table is unchanged from that provided for the baseline report.

Box 7	Comment on data quality
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Details are included in the comment on data quality for NEA Indicator 7.
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Performance target (a.2) — lift the Year 12 or equivalent attainment rate to 90 per cent by 2020

Outcome:	Young people make a successful transition from school to work and further study
Measure:	<p>Proportion of the 20 to 24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level III or above</p> <p>The measure is defined as:</p> <ul style="list-style-type: none">– <i>numerator</i> — number of 20 to 24 year olds who self-identify as having attained a year 12 or AQF Certificate Level III or above (excluding Certificate nfd, including Certificate I/II nfd)– <i>denominator</i> — number of 20 to 24 year olds in the population and is expressed as a <i>percentage</i> <p>Excludes people whose educational attainment is not stated</p>
Related performance indicator/s:	Nil
Data source:	<u>Survey of Education and Work</u> (SEW). Data collected annually
Data provider:	ABS
Data availability:	SEW — 2009
Baseline:	2008
Cross tabulations provided:	State and Territory

Box 8 **Results**

Nationally, the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above was 83.5 per cent in 2009, and 83.2 per cent in 2008.

Apparent differences in results between years may not be statistically significant. To assist in interpretation, 95 per cent confidence intervals and relative standard errors are provided in the attachment tables for this indicator.

Results are available by State and Territory for 2009 and 2008 in tables NEA.a.2.1 and NEA.a.2.2 respectively.

Attachment tables

Table NEA.a.2.1	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above, 2009
Table NEA.a.2.2	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above, 2008 [#]

[#] Indicates table is changed from that provided for the baseline report (either new measure included, new disaggregation or revised data).

Box 9 Comment on data quality

Details are included in the comment on data quality for NEA Indicator 7.
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Performance target (b) — Halve the gap for Indigenous students in reading, writing and numeracy within a decade

Outcome:	<p>Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children</p> <p>The aim of the target is to halve the gap between Indigenous and non-Indigenous students at or above the national minimum standards in reading, writing and numeracy by 2018 (10 years from 2008 — the baseline period)</p>
Measure:	<p>The measure is defined as:</p> <ul style="list-style-type: none">– proportion of students who achieved at or above the national minimum standard, by Indigenous status (for reading, writing and numeracy, in years 3, 5, 7 and 9) <p>(Note: the achievement levels of all students tested are constructed on a discrete number of points on a scale rather than as continuously variable [using Rasch model], therefore, there is no discrete numerator and denominator for this measure)</p>
Related performance indicator/s:	<p>Performance indicator 5, 'Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing' is related to this target</p>
Data source:	<p><u>MCEECDYA National Assessment Program — Literacy and Numeracy (NAPLAN)</u>. Data are available annually</p>
Data provider:	<p>ACARA</p>
Data availability:	<p>NAPLAN — 2009 and 2008</p>
Baseline:	<p>2008</p>
Cross tabulations provided:	<p>For each year level (3, 5, 7 and 9 — reported individually) by learning domain (reading, writing and numeracy — reported individually), State and Territory by:</p> <ul style="list-style-type: none">– Indigenous status– geolocation– Indigenous status by geolocation

Box 10 **Results**

Some disaggregations have relatively large confidence intervals, and apparent differences may not be statistically significant. Attachment tables include 95 per cent confidence intervals.

Nationally, the gap (percentage point difference for the estimates) between Indigenous and non-Indigenous Australians for:

- Year 3 reading
 - in 2008 was 25.2 percentage points
 - in 2009 was 19.7 percentage points
- Year 3 writing
 - in 2008 was 17.6 percentage points
 - in 2009 was 16.7 percentage points
- Year 3 numeracy
 - in 2008 was 17.4 percentage points
 - in 2009 was 21.2 percentage points
- Year 5 reading
 - in 2008 was 29.2 percentage points
 - in 2009 was 26.4 percentage points
- Year 5 writing
 - in 2008 was 24.2 percentage points
 - in 2009 was 24.1 percentage points
- Year 5 numeracy
 - in 2008 was 24.8 percentage points
 - in 2009 was 21.1 percentage points
- Year 7 reading
 - in 2008 was 23.5 percentage points
 - in 2009 was 21.8 percentage points
- Year 7 writing
 - in 2008 was 25.3 percentage points
 - in 2009 was 23.8 percentage points
- Year 7 numeracy
 - in 2008 was 17.8 percentage points
 - in 2009 was 20.0 percentage points

(Continued next page)

Box 10 (Continued)

- Year 9 reading
 - in 2008 was 23.5 percentage points
 - in 2009 was 26.5 percentage points
- Year 9 writing
 - in 2008 was 29.1 percentage points
 - in 2009 was 30.2 percentage points
- Year 9 numeracy
 - in 2008 was 22.3 percentage points
 - in 2009 was 21.0 percentage points.

Results are available by State and Territory for 2009 and 2008 in tables NEA.4.1–24.

Attachment tables

Table NEA.4.1	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009
Table NEA.4.2	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009
Table NEA.4.3	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009
Table NEA.4.4	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009
Table NEA.4.5	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009
Table NEA.4.6	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009
Table NEA.4.7	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009
Table NEA.4.8	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009
Table NEA.4.9	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009
Table NEA.4.10	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009
Table NEA.4.11	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009

Table NEA.4.12	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009
Table NEA.4.13	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.14	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.15	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.16	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.17	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.18	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.19	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.20	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.21	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.22	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.23	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.24	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 [#]

[#] Indicates table is changed from that provided for the baseline report (either new measure included, new disaggregation or revised data).

Box 11 Comment on data quality

Details are included in the comment on data quality for NEA Indicator 4.

Performance target (c) — at least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020

Outcome:	<p>Young people make a successful transition from school to work and further study</p> <p>The aim of the target is to halve the gap between Indigenous and non-Indigenous students with year 12 attainment or equivalent attainment by 2020 (14 years from 2006 – the baseline period)</p>
Measure:	<p>Proportion of the 20 to 24 year old Indigenous population having attained at least a year 12 or equivalent or AQF Certificate Level II or above</p> <p>The measure is defined as:</p> <ul style="list-style-type: none">– <i>numerator</i> — number of 20 to 24 year olds who self-identify as having attained a year 12 or AQF Certificate Level II or above (excluding Certificate nfd, including Certificate I/II nfd)– <i>denominator</i> — number of 20 to 24 year olds in the population and is expressed as a <i>percentage</i> <p>Excludes people whose educational attainment is not stated</p>
Related performance indicator/s:	<p>Performance indicator 8, 'The proportion of the 20 to 24 year old Indigenous and low SES population having attained at least a year 12 or equivalent or AQF Certificate Level II or above' is related to this target</p>
Data source:	<p><i>Numerator and denominator</i> — <u>Census of Population and Housing</u> (Census). Main data collection. Data are collected every five years</p> <p>(<i>Supplementary Indigenous</i>) <u>National Aboriginal and Torres Strait Islander Social Survey</u> (NATSISS) and the <u>National Aboriginal and Torres Strait Islander Health Survey</u> (NATSIHS). Data are collected on an alternating three-yearly cycle</p> <p>(<i>Supplementary non-Indigenous</i>) <u>Survey of Education and Work</u> (SEW). Data are available annually</p>
Data provider:	<p>ABS</p>
Data availability:	<p>Census — 2006</p> <p>NATSISS (Indigenous) — 2008</p> <p>SEW (non-Indigenous) — 2008</p>
Baseline:	<p>2006</p>
Cross tabulations provided:	<p>State and Territory, by</p> <ul style="list-style-type: none">– Indigenous status

Box 12 Results

Nationally in 2008, the Indigenous 20–24 year old year 12 attainment rate was 45.4 per cent, compared to 85.0 for non-Indigenous 20–24 year olds, a gap of 39.6 percentage points.

Nationally, for the baseline year of 2006, the Indigenous 20–24 year old year 12 attainment rate was 47.4 per cent, compared to 83.8 for non-Indigenous 20–24 year olds, a gap of 36.4 percentage points.

The gap calculated from the Census is not directly comparable to the gap calculated using the NATSISS/SEW.

Results are available by State and Territory in tables NEA.8.1 (2006 Census baseline data) and NEA.8.2–4 (2008 NATSISS/SEW data).

Attachment tables

Table NEA.8.1	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006*
Table NEA.8.2	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008#
Table NEA.8.3	RSEs for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008#
Table NEA.8.4	95 per cent confidence intervals for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008#

* Indicates table is unchanged from that provided for the baseline report.

Indicates table is changed from that provided for the baseline report (either new measure included, new disaggregation or revised data).

Box 13 Comment on data quality

The gap calculated from the Census is not directly comparable to the gap calculated using the NATSISS/SEW.

The estimated 2006 attainment rate in the NIRA trajectories and the *National Partnership Agreement on Youth Attainment and Transitions* is 41.4 per cent. That figure differs to the 2006 figure in this report due to differences in calculations. The calculations used in this report are based on feedback from jurisdictions and the ABS, following a request from the CRC to harmonise calculations across the NEA, NIRA and *National Partnership Agreement on Youth Attainment and Transitions*.

Further details are included in the comment on data quality for NEA Indicator 8.

Performance indicators

This report includes all ‘performance indicators’ from the NEA (table 8). Reflecting all Australian governments’ shared commitment to tackling social exclusion, including disadvantage, wherever possible, performance indicators will be disaggregated by Indigenous status and low-SES. [NEA para. 27]

This report also includes performance indicators from the NIRA where they are either: 1) directly related to an indicator in the NEA; or 2) are sourced from the same topic area and data collection as an indicator in the NEA. (table 9)

For performance indicators where data quality and/or completeness is an issue, a number of supplementary measures are provided and are identified as such in the text.

Data for the performance indicators in this report are presented in attachments labelled ‘NEA’ (for NEA indicators) and ‘NIRA.’ (for NIRA indicators)

Table 8 Performance indicators in the National Education Agreement^a

<i>Performance indicator</i>	<i>Page no. in this report</i>
1. The proportion of children (1) enrolled in and (2) attending school	41
2. The proportion of Indigenous and low SES children (1) enrolled in and (2) attending school	46
3. The proportion of Indigenous students completing year 10	51
4. Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing	55
5. Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing	62
6. The proportion of students in the bottom and top levels of performance in international testing (for example, PISA and TIMSS)	66
7. The proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above	68
8. The proportion of the 20–24 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II or above	71
9. The proportion of young people participating in post-school education or training six months after school	75
10. The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III	79

^a Performance indicators presented in this table refer to performance indicators in the NEA (2009c), incorporating the changes requested by the CRC (see page 11 of this report for further information).

Table 9 Related performance indicators in the National Indigenous Reform Agreement^a

<i>Performance indicator</i>	<i>Page no. in this report</i>
11. NAPLAN performance	84
(i) national, by jurisdiction, by geo-location	
(ii) years 3, 5, 7, 9	
(iii) reading, writing, numeracy	
12. NAPLAN student participation rates	87
(i) national, by jurisdiction, by geo-location	
(ii) years 3, 5, 7, 9	
(iii) reading, writing, numeracy	
13. Apparent retention rates from year 7-8	90
(i) national, by jurisdiction, by geo-location	
(ii) to year 10	
(iii) to year 12	
14. Attendance rates	92
(i) national, by jurisdiction, by geo-location	
(ii) Year 1 to Year 10	
15. The proportion of Indigenous 18–24 year olds engaged in full time employment, education or training at or above Certificate III	95

^a The performance indicators presented in this table refer to the performance measures in the NIRA (2009e), incorporating the changes requested by the CRC (see page 11 of this report for further information).

NEA Indicator 1: The proportion of children enrolled in and attending school

Outcome area:	All children are engaged in and benefiting from schooling
Performance indicator:	The proportion of children enrolled in and attending school
Measure:	<p>There are two measures for this indicator:</p> <p>Measure 1(a): Proportion of children aged 6–15 years who are enrolled in school</p> <p>Measure 1(b): Attendance rates for students enrolled in years 1 to 10</p>
Measure 1(a):	<p>Proportion of children aged 6–15 years who are enrolled in school</p> <p>The measure is defined as follows:</p> <ul style="list-style-type: none">– <i>numerator</i> – total number of children aged 6–15 years and enrolled in school (full time and part time enrolments)– <i>denominator</i> – total population of children aged 6–15 years and is expressed as a <i>percentage</i>
Measure 1(b):	<p>Attendance rates for students in enrolled in years 1 to 10</p> <p>The measure is defined as follows:</p> <ul style="list-style-type: none">– National Youth Participation Requirement and is expressed as a <i>rate</i>
Data source 1(a):	<p><i>Numerator</i> — MCEECDYA <u>National Schools Statistics Collection</u> (NSSC) data</p> <p><i>Denominator</i> — ABS <u>Estimated Resident Population</u> (total population)</p> <p>Data are available annually</p>
Data source 1(b):	<p><i>Numerator and denominator</i> — MCEECDYA <u>National Schools Attendance Collection</u> (NSAC) data</p> <p>Data are available annually</p>
Data provider:	<p>Measure 1(a): <i>Numerator and denominator</i> — ABS</p> <p>Measure 1(b): <i>Numerator and denominator</i> — ACARA</p>
Data availability:	<p>Measure 1(a): 2009</p> <p>Measure 1(b): 2009 and 2008 [2007 was the most recent available data for the baseline report. 2008 and 2009 data were available for the second cycle report]</p>

Cross tabulations
provided:

Measure 1(a): State and Territory

Measure 1(b): State and Territory by school sector by year level by
– sex

Box 14 Results (measure 1a)

Nationally, the proportion of children aged 6–15 years who were enrolled in school was 98.8 per cent in 2009 and 98.9 per cent in 2008.

Results are available by State and Territory for 2009 and 2008 in tables NEA.1.1 and NEA.1.2 respectively.

Attachment tables (measure 1a)

Table NEA.1.1	Proportion of children aged 6–15 years enrolled in school, 2009
Table NEA.1.2	Proportion of children aged 6–15 years enrolled in school, 2008*

* Indicates table is unchanged from that provided for the baseline report.

Box 15 Comment on data quality (measure 1a)

The DQS for this indicator has been prepared by the ABS and is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from the DQS are summarised below.

- The data provide relevant information on the proportion of children aged 6–15 years who are enrolled in school.
- Annual data are available for school enrolments and the general population. The most recent data available are for 2009.
- The data are of acceptable accuracy.
- There are some differences between enrolments data and population data. For example, population data are estimated and are based on usual residents within a defined State or Territory boundary, while enrolments data are administratively based and may include students who cross those boundaries to attend school.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issue:

- The differences in populations used for the numerator (service population for jurisdiction) and denominator (resident population for jurisdiction) may result in an overestimate of enrolment rates for some jurisdictions (in particular, the ACT) and a corresponding underestimate in other jurisdictions.

Box 16 Results (measure 1b)

A national rate for student attendance cannot be provided as data are not comparable across states and territories, or across school sectors, due to differences in collection and reporting processes.

Results are available for 2009 and 2008 by State and Territory, by school sector, by year level in tables NEA.1.3–8. Data for 2007 are included in tables NEA.1.9–11.

Attachment tables (measure 1b)

Table NEA.1.3	Student attendance rates, government schools, by sex, 2009
Table NEA.1.4	Student attendance rates, independent schools, by sex, 2009
Table NEA.1.5	Student attendance rates, Catholic schools, by sex, 2009
Table NEA.1.6	Student attendance rates, government schools, by sex, 2008
Table NEA.1.7	Student attendance rates, independent schools, by sex, 2008
Table NEA.1.8	Student attendance rates, Catholic schools, by sex, 2008
Table NEA.1.9	Student attendance rates, government schools, by sex, 2007*
Table NEA.1.10	Student attendance rates, independent schools, by sex, 2007*
Table NEA.1.11	Student attendance rates, Catholic schools, by sex, 2007*

* Indicates table is unchanged from that provided for the baseline report.

Box 17 Comment on data quality (measure 1b)

ACARA did not provide a final DQS for this indicator for inclusion in this report. The Steering Committee drew on unpublished supplementary notes from ACARA to prepare this comment on data quality. The DQS prepared by the MCEECDYA Performance Reporting and Measurement Taskforce (PMRT) for the 2007 student attendance data is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from these sources of information about data quality for this indicator are summarised below.

- The data provide an indicative measure of student attendance in years 1–10 within an individual school sector within a State or Territory.
- Annual data are available. The NEA baseline report presented data for 2007. This report contains data for 2008 and 2009.
- The data are of acceptable accuracy at the State and Territory level. National totals are not available as the data are not sufficiently robust to be added or averaged. Data are not comparable across states and territories, or across school sectors, due to differences in collection and reporting processes.
- Detailed explanatory notes are publicly available to assist interpretation of results. Some states do not separately report the rates for ungraded students, which may affect the interpretation of year level data.
- No additional data are available.

The Steering Committee also notes the following issues:

- Data comparability issues limit the usefulness of this measure. Further improvements are required to develop comparable data across school sectors and across states and territories. Further, attendance rates for the total of all schools are required (data on government, catholic and independent school sectors are not able to be aggregated), as are attendance rates for the total of all school years (data for individual school years are not able to be aggregated).

NEA Indicator 2. The proportion of Indigenous and low SES children enrolled in and attending school

Outcome area:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
Performance indicator:	The proportion of Indigenous and low SES children enrolled in and attending school
Measure:	<p>There are two measures for this indicator:</p> <p>Measure 2(a): Proportion of Indigenous and low SES children aged 6–15 years who are enrolled in school</p> <p>Measure 2(b): Attendance rates for Indigenous and low SES students enrolled in years 1 to 10</p>
Measure 2(a):	<p>Proportion of children aged 6–15 years who are enrolled in school, by Indigenous status (data not available by SES for the numerator, and therefore not reported)</p> <p>The measure is defined as follows:</p> <ul style="list-style-type: none">– <i>numerator</i> — total number of children aged 6–15 years and enrolled in school (full time and part time enrolments), by Indigenous status– <i>denominator</i> — total population of children aged 6–15 years, by Indigenous status <p>and is expressed as a <i>percentage</i></p>
Measure 2(b):	<p>Attendance rates for students in enrolled in years 1 to 10, by Indigenous status (data not available by SES)</p> <p>The measure is defined as follows:</p> <ul style="list-style-type: none">– <i>numerator</i> — aggregate number of actual days in attendance in the collection period, for children in years 1–10 (children enrolled full time only), by Indigenous status– <i>denominator</i> — aggregate number of possible days for attendance in the collection period, for children in years 1–10 (children enrolled full time only), by Indigenous status <p>and is expressed as a <i>rate</i></p>
Data source 2(a):	<p><i>Numerator</i> — MCEECDYA <u>National Schools Statistics Collection</u> (NSSC) data</p> <p><i>Denominator</i> — (Indigenous) ABS <u>Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians</u>; (total population) ABS <u>Estimated Resident Population</u>; (non-Indigenous population) Total population minus Indigenous population</p> <p>Data are available annually</p>

Data source 2(b):	<i>Numerator and denominator</i> — MCEECDYA <u>National Schools Attendance Collection</u> (NSAC) data Data are available annually
Data provider:	Measure 2(a): <i>Numerator and denominator</i> — ABS Measure 2(b): <i>Numerator and denominator</i> — ACARA
Data availability:	Measure 2(a): 2009 and 2008 [2008 data also provided for time series. 2008 data were not provided for the baseline report as new Indigenous projections were not available] Measure 2(b): 2009 and 2008 [2007 was the most recent available data for the baseline report. 2008 and 2009 data were available for the second cycle report]
Cross tabulations provided:	Measure 2(a): State and Territory Measure 2(b): State and Territory by school sector by year level by – Indigenous status

Box 18 **Results (measure 2a)**

Nationally, the number of Indigenous children enrolled in school was 100.2 per cent in 2009 and 97.6 per cent in 2008. Rates can be greater than 100 per cent due to data quality issues and differences between the numerator (enrolment data) and the denominator (population projections) for this measure.

Results are available for 2009 and 2008 by State and Territory by Indigenous status in tables NEA.2.1 and NEA.2.2 respectively.

Attachment tables (measure 2a)

Table NEA.2.1	Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2009
Table NEA.2.2	Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2008*

* Indicates table is unchanged from that provided for the baseline report.

Box 19 Comment on data quality (measure 2a)

The DQS for this indicator has been prepared by the ABS and is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from the DQS are summarised below.

- The data provide relevant information on the number of enrolments for children aged 6–15 years. Data are available by Indigenous status. Data are not available by SES.
- Annual data are available for school enrolments and the general population, with the most recent available data for 2009.
- The accuracy of Indigenous identification within the NSSC is not known and no adjustments have been made to the data to correct for differences in the propensity to identify across jurisdictions. Indigenous population data have been adjusted to account for the Census undercount.
- There are some differences in methods used to calculate enrolments compared to the general population. For example, Indigenous population data for projections which are based on assumptions regarding population changes for Indigenous people, while school data may include students who cross those boundaries to attend school.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issues:

- The differences in populations used for the numerator (service population for jurisdiction) and denominator (resident population for jurisdiction) may result in an overestimate of enrolment rates for some jurisdictions (in particular, the ACT) and a corresponding underestimate in other jurisdictions.
- Disaggregation of this indicator by SES remains a priority. The current structure of the data collection for student enrolments does not include collection of SES. The Steering Committee notes that the ABS is investigating re-development of the NSSC which may enable collection of data by SES.

Box 20 Results (measure 2b)

A national total cannot be provided as data are not comparable across states and territories, or across school sectors, due to differences in collection and reporting processes.

Results are available for 2009 and 2008 by State and Territory, by school sector, by Indigenous status and by year level, in tables NEA.2.3–8. Data for 2007 are included in tables NEA.2.9–11.

Attachment tables (measure 2b)

Table NEA.2.3	Student attendance rates, government schools, by Indigenous status, 2009
Table NEA.2.4	Student attendance rates, independent schools, by Indigenous status, 2009
Table NEA.2.5	Student attendance rates, Catholic schools, by Indigenous status, 2009
Table NEA.2.6	Student attendance rates, government schools, by Indigenous status, 2008
Table NEA.2.7	Student attendance rates, independent schools, by Indigenous status, 2008
Table NEA.2.8	Student attendance rates, Catholic schools, by Indigenous status, 2008
Table NEA.2.9	Student attendance rates, government schools, by Indigenous status, 2007*
Table NEA.2.10	Student attendance rates, independent schools, by Indigenous status, 2007*
Table NEA.2.11	Student attendance rates, Catholic schools, by Indigenous status, 2007*

* Indicates table is unchanged from that provided for the baseline report.

Box 21 Comment on data quality (measure 2b)

ACARA did not provide a final DQS for this indicator for inclusion in this report. The Steering Committee drew on unpublished supplementary notes from ACARA to prepare this comment on data quality. The DQS prepared by the MCEECDYA PMRT for the 2007 student attendance data is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from these sources of information about data quality for this indicator are summarised below.

- The data provide an indicative measure of student attendance by Indigenous status within an individual school sector within a State or Territory. Data are not available by SES.
- Annual data are available. The most recent available data for the baseline report were for 2007. Data for 2008 and 2009 are provided in this report.
- National totals are not available as the data are not sufficiently robust to be added or averaged. Data are not comparable across states and territories, or across school sectors, due to differences in collection and reporting processes.
- Detailed explanatory notes are publicly available to assist in interpretation of results. Some states do not separately report the rates for ungraded students which may affect the interpretation of year level data.
- No additional data are available.

The Steering Committee also notes the following issues:

- Data comparability issues limit the usefulness of this measure. Further improvements are required to provide comparable data across school sectors and across states and territories. Attendance rates for the total of all schools are required (data on government, catholic and independent school sectors are not able to be aggregated), as are attendance rates for the total of all school years (data on individual school years are not able to be aggregated).
- Disaggregation of this indicator by SES remains a priority. The current structure of the data collection for student enrolments does not include collection of SES. Further development work on the current data source, or identification of an alternative data source, is required.

NEA Indicator 3. The proportion of Indigenous students completing year 10

Outcome area:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
Performance indicator:	The proportion of Indigenous students completing year 10
Measures:	<p>There are two measures for this indicator:</p> <p>(<i>Main</i>) Measure 3(a): Proportion of the population aged 17 to 19 years who have completed year 10 or above, by Indigenous status</p> <p>(<i>Supplementary</i>) Measure 3(b): Apparent retention rates from year 7/8 to year 10, by Indigenous status</p> <p>*This supplementary measure is also a performance indicator reported against as part of the related NIRA indicators</p>
Measure 3(a):	<p>Proportion of the population aged 17 to 19 years who have completed year 10 or above, by Indigenous status</p> <p>The measure is defined as follows:</p> <ul style="list-style-type: none">– <i>numerator</i> – people aged 17 to 19 years who have completed year 10 or above, by Indigenous status– <i>denominator</i> – total population of people aged 17 to 19 years, by Indigenous status <p>and is expressed as a <i>percentage</i></p> <p>This measure is based on those people who self-identify as having a year 10 qualification or above (which may include completion of year 10 without pass, or completion of year 10 allowing progression to year 11)</p>
Measure 3(b):	<p>Apparent retention rates from year 7/8 to year 10, by Indigenous status</p> <p>The measure is defined as follows:</p> <ul style="list-style-type: none">– <i>numerator</i> — number of full time students in year 10 in reference year (2009), by Indigenous status– <i>denominator</i> — number of full time students in the base year (year 7 in NSW, Vic, Tas and ACT in 2006; year 8 in Qld, WA, SA and NT in 2007) <p>and is expressed as a <i>percentage</i></p> <p>This measure only provides information on those who are retained to year 10. These students may or may not complete year 10</p>
Data sources:	<p>Measure 3(a):</p> <p><i>Numerator and denominator</i> — ABS <u>Census of Population and Housing (Census)</u></p> <p>Data are available 5-yearly</p>

Measure 3(b):
Numerator and denominator — MCEECDYA National Schools Statistics Collection (NSSC)
Data are available annually

Data provider: Measure 3(a) and 3(b): ABS

Data availability: Measure 3(a): Not applicable
[2006 data provided for baseline report – next data collection is 2011]

Measure 3(b): 2009

Cross tabulations provided: Measure 3(a): Not applicable

Measure 3(b): State and Territory by Indigenous status by
– school sector

Box 22 Results (measure 3a)

No new data were available for this report. Data published in the baseline report are included in an attachment table for information.

Attachment table (measure 3a)

Table NEA.3.1	Proportion of 15–19 year old population having completed year 10 or above, by Indigenous status, 2006*
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* Indicates table is unchanged from that provided for the baseline report.

Box 23 Comment on data quality (measure 3a)

No new data were available for this report. Please refer to the comment on data quality for this indicator in the baseline report when interpreting the attachment table.

Box 24 Results (measure 3b)

Nationally, the apparent retention rate from years 7/8 to year 10 for Indigenous students was 90.9 per cent in 2009 and 89.8 per cent in 2008.

Results by State and Territory for 2009 and 2008 are available in tables NEA.3.2 and NEA.3.3 respectively.

Attachment tables (measure 3b)

Table NEA.3.2	Apparent retention rates for students in years 7/8 to year 10, by Indigenous status, 2009
Table NEA.3.3	Apparent retention rates for students in years 7/8 to year 10, by Indigenous status, 2008 [#]

[#] Indicates table is changed from that provided for the baseline report (either new measure included, new disaggregation or revised data).

Box 25 Comment on data quality (measure 3b)

The DQS for this indicator has been prepared by the ABS and is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from the DQS are summarised below.

- The data provide relevant information on the proportion of Indigenous students who have identified as Indigenous and commenced secondary school, who remained in secondary school to undertake year 10. It is not a measure of the proportion of Indigenous students who completed year 10.
- Data are sourced from the NSSC which is conducted annually. The most recent data available are for 2009.
- A number of factors affect the accuracy of this measure, including repeating students, migration, inter-sector transfers and enrolment policies (such as different age/grade structures across jurisdictions). Therefore, the cohorts of students in year 10 are not necessarily the same cohort of students who commenced secondary school (year 7/8).
- Relatively small changes in student numbers can result in large movements in retention rates, particularly in small jurisdictions. Rates in smaller jurisdictions may also be affected by changes in the proportions of ungraded and mature aged students from year to year. The inclusion or exclusion of part time students can have a significant effect on apparent retention rates, especially in SA and Tasmania, which have relatively large proportions of part time students.
- The annual proxy measure (apparent retention rate to year 10) is not comparable with the Census measure.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issue:

- Due to the number of issues affecting the quality of this measure, it is regarded as an annual proxy measure to provide supplementary information to the 5-yearly Census measure. More regular reporting of reliable data on year 10 completion rates by Indigenous status is required.
- Data may not be reliable, for example the apparent retention rates are greater than 100 per cent in many cases. Work published by the ABS has noted the limitations of apparent retention rates as measures of engagement in senior secondary school (Rossiter and Duncan, 2006). The ABS has developed alternative measures of secondary school engagement (apparent continuation rates and apparent progression rates), but neither of these measures are currently available disaggregated by Indigenous status.

NEA Indicator 4. Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing

Outcome area:	Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
Performance indicator:	Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing
Measures:	<p>There are three measure for this indicator:</p> <p><i>(Main)</i> Measure 4(a): Proportion of students who achieved at or above the national minimum standard (for reading, writing and numeracy, in years 3, 5, 7 and 9)</p> <p><i>(Note:</i> the achievement levels of all students tested are constructed on a discrete number of points on a scale rather than as continuously variable [using Rasch model], therefore, there is no discrete numerator and denominator for this measure).</p> <p><i>(Supplementary)</i> Measure 4(b): NAPLAN mean scale scores for students (for reading, writing and numeracy, in years 3, 5, 7 and 9)</p> <p><i>(Supplementary)</i> Measure 4(c): Proportion of students who achieved in the following bands of performance:</p> <ul style="list-style-type: none">– At or below the national minimum standard for the year level– Medium levels (two performance bands above the minimum standard for the year level)– High levels (top two bands of performance for the year level).
Data source (all):	MCEECDYA <u>National Assessment Program – Literacy and Numeracy</u> (NAPLAN). Data are available annually.
Data provider (all):	ACARA
Data availability (all):	2009 and 2008 (2008 data required for measures 4(b) and 4(c) as not provided as part of baseline report as these are new measures for this second cycle report)
Cross tabulations provided (all):	For each year level (3, 5, 7 and 9 — reported individually) by learning domain (reading, writing and numeracy — reported individually): <ul style="list-style-type: none">– State and Territory

Box 26 **Results**

Some disaggregations have relatively large confidence intervals, and apparent differences may not be statistically significant. Attachment tables include 95 per cent confidence intervals.

For each of the three measures, national results are available by learning domain (reading, writing and numeracy), by year level (3, 5, 7 and 9). Due to the volume of results, year 3 reading (proportions only) is included here for illustration.

Measure 4a: *Proportion of students at or above the national minimum standard*

- 2008: 92.1 per cent
- 2009: 93.7 per cent

Measure 4b: *Mean scale scores*

- 2008: 400.5
- 2009: 410.8

Measure 4c:

Proportion of students at or below the national minimum standard

- 2008: 19.8 per cent
- 2009: 17.5 per cent

Proportion of students at medium levels (two performance bands above the minimum standard)

- 2008: 40.7 per cent
- 2009: 40.8 per cent

Proportion of students at high levels (top two bands of performance)

- 2008: 39.5 per cent
- 2009: 41.8 per cent

Results are available for 2009 and 2008 by State and Territory, for each year level, by learning domain, in tables NEA.4.1–80.

Attachment tables (for Indicators 4 and 5)

Table NEA.4.1	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009
Table NEA.4.2	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009
Table NEA.4.3	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009
Table NEA.4.4	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009
Table NEA.4.5	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009
Table NEA.4.6	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009
Table NEA.4.7	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009
Table NEA.4.8	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009
Table NEA.4.9	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009
Table NEA.4.10	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009
Table NEA.4.11	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009
Table NEA.4.12	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009
Table NEA.4.13	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.14	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.15	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.16	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.17	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.18	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.19	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 [#]

Table NEA.4.20	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.21	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.22	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.23	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.24	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 [#]
Table NEA.4.25	Proportion of year 3 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009
Table NEA.4.26	Proportion of year 5 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009
Table NEA.4.27	Proportion of year 7 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009
Table NEA.4.28	Proportion of year 9 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009
Table NEA.4.29	Proportion of year 3 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 [*]
Table NEA.4.30	Proportion of year 5 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 [*]
Table NEA.4.31	Proportion of year 7 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 [*]
Table NEA.4.32	Proportion of year 9 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 [*]
Table NEA.4.33	NAPLAN Mean scale scores for reading, year 3 students, by Indigenous status, 2009
Table NEA.4.34	NAPLAN Mean scale scores for writing, year 3 students, by Indigenous status, 2009
Table NEA.4.35	NAPLAN Mean scale scores for numeracy, year 3 students, by Indigenous status, 2009
Table NEA.4.36	NAPLAN Mean scale scores for reading, year 5 students, by Indigenous status, 2009

Table NEA.4.37	NAPLAN Mean scale scores for writing, year 5 students, by Indigenous status, 2009
Table NEA.4.38	NAPLAN Mean scale scores for numeracy, year 5 students, by Indigenous status, 2009
Table NEA.4.39	NAPLAN Mean scale scores for reading, year 7 students, by Indigenous status, 2009
Table NEA.4.40	NAPLAN Mean scale scores for writing, year 7 students, by Indigenous status, 2009
Table NEA.4.41	NAPLAN Mean scale scores for numeracy, year 7 students, by Indigenous status, 2009
Table NEA.4.42	NAPLAN Mean scale scores for reading, year 9 students, by Indigenous status, 2009
Table NEA.4.43	NAPLAN Mean scale scores for writing, year 9 students, by Indigenous status, 2009
Table NEA.4.44	NAPLAN Mean scale scores for numeracy, year 9 students, by Indigenous status, 2009
Table NEA.4.45	NAPLAN Mean scale scores for reading, year 3 students, by Indigenous status, 2008 [#]
Table NEA.4.46	NAPLAN Mean scale scores for writing, year 3 students, by Indigenous status, 2008 [#]
Table NEA.4.47	NAPLAN Mean scale scores for numeracy, year 3 students, by Indigenous status, 2008 [#]
Table NEA.4.48	NAPLAN Mean scale scores for reading, year 5 students, by Indigenous status, 2008 [#]
Table NEA.4.49	NAPLAN Mean scale scores for writing, year 5 students, by Indigenous status, 2008 [#]
Table NEA.4.50	NAPLAN Mean scale scores for numeracy, year 5 students, by Indigenous status, 2008 [#]
Table NEA.4.51	NAPLAN Mean scale scores for reading, year 7 students, by Indigenous status, 2008 [#]
Table NEA.4.52	NAPLAN Mean scale scores for writing, year 7 students, by Indigenous status, 2008 [#]
Table NEA.4.53	NAPLAN Mean scale scores for numeracy, year 7 students, by Indigenous status, 2008 [#]
Table NEA.4.54	NAPLAN Mean scale scores for reading, year 9 students, by Indigenous status, 2008 [#]
Table NEA.4.55	NAPLAN Mean scale scores for writing, year 9 students, by Indigenous status, 2008 [#]
Table NEA.4.56	NAPLAN Mean scale scores for numeracy, year 9 students, by Indigenous status 2008 [#]
Table NEA.4.57	NAPLAN year 3 students, proportions by achievement levels in reading, by Indigenous status, 2009

Table NEA.4.58	NAPLAN year 3 students, proportions by achievement levels in writing, by Indigenous status, 2009
Table NEA.4.59	NAPLAN year 3 students, proportions by achievement levels in numeracy, by Indigenous status, 2009
Table NEA.4.60	NAPLAN year 5 students, proportions by achievement levels in reading, by Indigenous status, 2009
Table NEA.4.61	NAPLAN year 5 students, proportions by achievement levels in writing, by Indigenous status, 2009
Table NEA.4.62	NAPLAN year 5 students, proportions by achievement levels in numeracy, by Indigenous status, 2009
Table NEA.4.63	NAPLAN year 7 students, proportions by achievement levels in reading, by Indigenous status, 2009
Table NEA.4.64	NAPLAN year 7 students, proportions by achievement levels in writing, by Indigenous status, 2009
Table NEA.4.65	NAPLAN year 7 students, proportions by achievement levels in numeracy, by Indigenous status, 2009
Table NEA.4.66	NAPLAN year 9 students, proportions by achievement levels in reading, by Indigenous status, 2009
Table NEA.4.67	NAPLAN year 9 students, proportions by achievement levels in writing, by Indigenous status, 2009
Table NEA.4.68	NAPLAN year 9 students, proportions by achievement levels in numeracy, by Indigenous status, 2009
Table NEA.4.69	NAPLAN year 3 students, proportions by achievement levels in reading, by Indigenous status, 2008 [#]
Table NEA.4.70	NAPLAN year 3 students, proportions by achievement levels in writing, by Indigenous status, 2008 [#]
Table NEA.4.71	NAPLAN year 3 students, proportions by achievement levels in numeracy, by Indigenous status, 2008 [#]
Table NEA.4.72	NAPLAN year 5 students, proportions by achievement levels in reading, by Indigenous status, 2008 [#]
Table NEA.4.73	NAPLAN year 5 students, proportions by achievement levels in writing, by Indigenous status, 2008 [#]
Table NEA.4.74	NAPLAN year 5 students, proportions by achievement levels in numeracy, by Indigenous status, 2008 [#]
Table NEA.4.75	NAPLAN year 7 students, proportions by achievement levels in reading, by Indigenous status, 2008 [#]
Table NEA.4.76	NAPLAN year 7 students, proportions by achievement levels in writing, by Indigenous status, 2008 [#]
Table NEA.4.77	NAPLAN year 7 students, proportions by achievement levels in numeracy, by Indigenous status, 2008 [#]
Table NEA.4.78	NAPLAN year 9 students, proportions by achievement levels in reading, by Indigenous status, 2008 [#]

Table NEA.4.79	NAPLAN year 9 students, proportions by achievement levels in writing, by Indigenous status, 2008 [#]
Table NEA.4.80	NAPLAN year 9 students, proportions by achievement levels in numeracy, by Indigenous status, 2008 [#]

[#] Indicates table is changed from that provided for the baseline report (either new measure included, new disaggregation or revised data).

Box 27 **Comment on data quality**

ACARA did not provide a final DQS for this indicator for inclusion in this report. The Steering Committee drew on unpublished supplementary notes from ACARA to prepare this comment on data quality. The DQS prepared by the Curriculum Corporation for the 2007 NAPLAN data is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from these sources of information about data quality for this indicator are summarised below.

- Students are classified in three ways: assessed; exempt; and absent/withdrawn. Exempt students, although not assessed, are deemed not to have met the national minimum standard. Absent and withdrawn students are not assessed and no proxy result can be applied.
- Data are sourced from the NAPLAN (for assessed students) and from student enrolment records (for exempt and absent/withdrawn students). All data are collected annually. The most recent data available are for 2009. Data are also provided for the baseline year (2008) for new measures 4 (b) and 4 (c).
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Detailed explanatory notes are publicly available to assist in interpretation of results. This includes information on the mean test scores, and information on the average age of students and average months of schooling by State and Territory.
- Additional data from the data source are available on-line.

The Steering Committee also notes the following issue:

- The following data were not provided for this report:
 - NEA.4.1–12: 95 per cent confidence intervals for totals
 - NEA.4.13–24: 95 confidence intervals for non-Indigenous students
 - NEA.4.33–56: 95 per cent confidence intervals for totals for all students

NEA Indicator 5. Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing

Outcome area:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
Related target:	Halve the gap for Indigenous students in reading, writing and numeracy within a decade
Performance indicator:	Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing
Measures:	<p>There are three measure for this indicator:</p> <p><i>(Main)</i> Measure 5(a): Proportion of students who achieved at or above the national minimum standard, by Indigenous status, by parental education and by parental occupation (for reading, writing and numeracy, in years 3, 5, 7 and 9)</p> <p><i>(Note:</i> the achievement levels of all students tested are constructed on a discrete number of points on a scale rather than as continuously variable [using Rasch model], therefore, there is no discrete numerator and denominator for this measure)</p> <p><i>(Supplementary)</i> Measure 5(b): NAPLAN mean scale scores for students, by Indigenous status (for reading, writing and numeracy, in years 3, 5, 7 and 9)</p> <p><i>(Supplementary)</i> Measure 5(c): Proportion of students who achieved in the following bands of performance, by Indigenous status:</p> <ul style="list-style-type: none"> – Below the national minimum standard for the year level – At the national minimum standard for the year level – Medium levels (two performance bands above the minimum standard for the year level) – High levels (top two bands of performance for the year level)
Data source (all):	MCEECDYA <u>National Assessment Program – Literacy and Numeracy</u> (NAPLAN). Data are available annually
Data provider (all):	ACARA
Data availability (all):	2009 and 2008 (2008 data required for measures 5(b) and 5(c) as they were not provided as part of baseline report as these are new measures for the second cycle report. Further, national data are available for 2008 for achievement by Indigenous status by geolocation [previously data were not available for non-Indigenous students])
Cross tabulations provided (all):	<p>For each year level (3, 5, 7 and 9 — reported individually) by learning domain (reading, writing and numeracy — reported individually):</p> <ul style="list-style-type: none"> – State and Territory, by Indigenous status, by geolocation – National, by parental education and parental occupation

Box 28 **Results**

Some disaggregations have relatively large confidence intervals, and apparent differences may not be statistically significant. Attachment tables include 95 per cent confidence intervals.

For each of the three measures, national results are available by learning domain (reading, writing and numeracy), by year level (3, 5, 7 and 9). Due to the volume of results, year 3 reading for Indigenous students (proportions only) is included here for illustration.

Measure 5a: Proportion of students at or above the national minimum standard

- 2008: 68.3 per cent
- 2009: 75.1 per cent

Measure 5b: Mean scale scores

- 2008: 313.7
- 2009: 327.4

Measure 4c:

Proportion of students below the national minimum standard

- 2008: 31.7 per cent
- 2009: 24.9 per cent

Proportion of students at the national minimum standard

- 2008: 23.3 per cent
- 2009: 25.5 per cent

Proportion of students at medium levels (two performance bands above the minimum standard)

- 2008: 33.2 per cent
- 2009: 37.2 per cent

Proportion of students at high levels (top two bands of performance)

- 2008: 11.7 per cent
- 2009: 12.4 per cent.

(Continued next page)

Box 28 (continued)

Results are available for 2009 and 2008 by Indigenous status, by State and Territory, for each year level, by learning domain in tables NEA.4.1–80.

National results are available for SES (based on parental education and parental occupation) for 2009 and 2008 in tables NEA.4.25–32.

Attachment tables for this indicator are included with those for NEA Indicator 4.

Box 29 Comment on data quality

ACARA did not provide a final DQS for this indicator for inclusion in this report. The Steering Committee drew on unpublished supplementary notes from ACARA to prepare this comment on data quality. The DQS prepared by the Curriculum Corporation for the 2007 NAPLAN data is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from these sources of information about data quality for this indicator are summarised below.

- Students are classified in three ways: assessed, exempt, absent/withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard.
- Data are sourced from the NAPLAN (for assessed students) and from student enrolment records (for exempt and absent/withdrawn students). All data are collected annually. The most recent data available are for 2009.
- Data are of acceptable accuracy. The percentages of students represented in all tables are rounded and may not sum to 100.
- SES is measured using recorded information from student enrolment records. Due to the high proportion of 'not stated' responses for these data items (over 40 per cent nationally), data are only available at the national level.
- Indigenous status is recorded as part of the NAPLAN with 97 per cent of students responding. Data are available by Indigenous status at the State and Territory level.
- Detailed explanatory notes are publicly available to assist in interpretation of results. This includes information on the mean test scores, and information on the average age of students and average months of schooling by State and Territory.
- Some additional data from the data source are available on-line.

The Steering Committee also notes the following issue:

- Disaggregation of this indicator by SES at the State and Territory level remains a priority. The high level of non-response for the associated items on student enrolment records prevents reliable reporting at the State and Territory level. Further development work on the student enrolment records (which relate to the MCEECDYA NSSC — see indicator 1) is required.
- The following data were not provided for this report:
 - NEA.4.1–12: 95 per cent confidence intervals for totals
 - NEA.4.13–24: 95 confidence intervals for non-Indigenous students
 - NEA.4.33–56: 95 per cent confidence intervals for totals for all students

NEA Indicator 6. The proportion of students in the bottom and top levels of performance in international testing (for example, Program for International Student Assessment [PISA], Trends in International Mathematics and Science Study [TIMSS])

Outcome area:	Australian students excel by international standards
Performance indicator:	The proportion of students in the bottom and top levels of performance in international testing
Measures:	<p>There are two measures for this indicator:</p> <p>Measure 6(a): Proportion of students that achieved at or above the nationally agreed proficiency level on reading literacy, mathematical literacy and scientific literacy</p> <p>The measure is defined as:</p> <ul style="list-style-type: none">– <i>numerator</i> — number of students who achieved at or above the nationally agreed proficiency level (Level 3 for PISA) on reading literacy, mathematical literacy and scientific literacy– <i>denominator</i> — total population of all students (15 year old students participating in PISA) <p>Measure 6(b): Proportion of students in top and bottom levels of performance (with the choice of levels yet to be determined by the CRC)</p>
Data sources (all):	<p><i>Numerator and denominator</i> —</p> <p>3-yearly PISA (2009 data anticipated to be available end 2010)</p> <p>4-yearly TIMSS (2011 data anticipated to be available in 2012)</p> <p>5-yearly PIRLS (at this stage, PIRLS is a once-off assessment and not yet part of the National Assessment Program. Therefore, ongoing trend data for PIRLS may not be available)</p>
Data provider (all):	<i>Numerator and denominator</i> — ACER
Data availability (all):	Not applicable (There are no new data available for this second cycle report)
Cross tabulations provided (all):	Not applicable

Box 30 Results

No new data were available for this report. Please refer to data published in the baseline report for information.

Box 31 Comment on data quality

No new data were available for this report. Please refer to the comment on data quality for this indicator in the baseline report when interpreting associated data.

NEA Indicator 7. The proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above

Outcome area:	Young people make a successful transition from school to work and further study
Related target:	Lift the year 12 or equivalent attainment rate to 90 per cent by 2015
Performance indicator:	The proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above
Measure:	<p>Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above</p> <p>The measure is defined as:</p> <ul style="list-style-type: none">– <i>numerator</i> — number of 20–24 year olds who self-identify as having attained a year 12 or AQF Certificate Level II or above (excluding Certificate nfd, including Certificate I/II nfd)– <i>denominator</i> — number of 20–24 year olds in the population <p>Excludes people whose educational attainment is not stated</p>
Data sources:	<p><i>Numerator and denominator</i> — <u>Census of Population and Housing</u> (Census). Data are available every 5 years</p> <p><i>Numerator and denominator</i> — <u>Survey of Education and Work (SEW)</u>. Data are available annually</p>
Data provider:	<i>Numerator and denominator</i> — ABS
Data availability:	2009 — SEW
Cross tabulations provided (all):	State and Territory

Box 32 **Results**

Nationally, the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above was 84.5 per cent in 2009 and 84.2 per cent in 2008.

Apparent differences in results between years may not be statistically significant. To assist in interpretation, 95 per cent confidence intervals and relative standard errors are provided in the attachment tables for this indicator.

Results are available by State and Territory for 2009 and 2008 in tables NEA.7.1 and NEA.7.2 respectively.

Attachment tables

Table NEA.7.1	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2009
Table NEA.7.2	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2008*

* Indicates table is unchanged from that provided for the baseline report.

Box 33 Comment on data quality

The DQS for this indicator has been prepared by the ABS and is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from the DQS are summarised below.

- The data provide relevant information on the proportion of the relevant age population who have completed year 12 or equivalent or AQF Certificate II or above. Data are available by State and Territory.
- The SEW does not include people living in very remote areas which affects the comparability of the NT results.
- The SEW is generally able to measure small changes in performance measures at the national level. The ABS has advised that it is not designed to measure changes at the jurisdictional level with the same level of accuracy.
- The reduced sample for the SEW in 2009 generally resulted in higher RSEs in the 2009 data compared with the 2008 data. The increases in RSEs were generally small and varied by jurisdiction.
- The SEW is conducted annually, with the most recent data available for 2009.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issues:

- The reduced sample size for the SEW in 2009 resulted in increases in RSEs. These RSEs affect the ability to identify annual change, particularly for disaggregations for selected jurisdictions, as only small year to year movements would be anticipated for this indicator.
- The Steering Committee understands that the ABS is investigating 'pooling' multiple surveys to increase the ability to detect significant movements in estimates over time.

NEA Indicator 8. The proportion of the 20–24 year old Indigenous and low SES population having attained at least a year 12 or equivalent of AQF Certificate II

Outcome area:	Young people make a successful transition from school to work and further study
Related target:	At least halve the gap for Indigenous students in year 12 or equivalent attainment rates by 2020
Performance indicator:	The proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above
Measure:	<p>Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above, by Indigenous status and SES</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"> – <i>numerator</i> – number of 20–24 year olds who self-identify as having attained a year 12 or AQF Certificate Level II or above (excluding Certificate nfd, including Certificate I/II nfd), by Indigenous status and SES – <i>denominator</i> – number of 20–24 year olds in the population, by Indigenous status and SES <p>Excludes people whose educational attainment is not stated. These data will be provided as supplementary information to inform this measure</p>
Data sources:	<p><i>Numerator and denominator</i> — (Indigenous status and SES) Census. Data are available every 5 years.</p> <p><i>Numerator and denominator</i> — (Indigenous) ABS <u>National Aboriginal and Torres Strait Islander Social Survey (NATSISS)</u> and <u>National Aboriginal and Torres Strait Islander Health Survey (NATSIHS)</u>. Data are available on a rotating 3-yearly cycle. (Non-Indigenous) ABS <u>Survey of Education and Work (SEW)</u>. Data are available annually</p> <p><i>Numerator and denominator</i> — (SES) ABS <u>Survey of Education and Work (SEW)</u>. Data are available annually from 2009</p>
Data provider:	<i>Numerator and denominator</i> — ABS
Data availability:	<p>2009 and 2008 (SES) 2008 (Indigenous status)</p> <p>(Most recent Indigenous data is in respect of 2008, from the NATSISS, with non-Indigenous data for comparisons available from the SEW)</p>
Cross tabulations provided:	<p>State and Territory by</p> <ul style="list-style-type: none"> – Indigenous status – SES (CD based SEIFA IRSD)

Box 34 **Results**

Nationally in 2008, the Indigenous 20–24 year old year 12 attainment rate was 45.4 per cent. Results are available by State and Territory for 2008 in table NEA.8.2–4.

Nationally, the 20–24 year old year 12 attainment rate for SEIFA IRSD Quintile 1 (where 1 is the most disadvantaged, and 5 is the least disadvantaged) was 73.6 per cent in 2009 and 72.9 per cent in 2008. The 20–24 year old year 12 attainment rate for SEIFA IRSD Quintile 2 was 81.2 per cent in 2009 and 80.0 per cent in 2008. Results are available by State and Territory for 2009 and 2008 in tables NEA.8.5–8.

Apparent differences in results between years may not be statistically significant. To assist in interpretation, 95 per cent confidence intervals and relative standard errors are provided in the attachment tables for this indicator.

Results from the baseline year (2006 Census) are in table NEA.8.1. Data from the 2008 NATSISS should not be compared with data from the 2006 Census. The second set of survey estimates for Indigenous people for NEA reporting will be sourced from the 2011 NATSIHS.

Attachment tables

Table NEA.8.1	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006*
Table NEA.8.2	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008#
Table NEA.8.3	RSEs for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008#
Table NEA.8.4	95 per cent confidence intervals for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008#
Table NEA.8.5	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2009
Table NEA.8.6	RSEs for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2009
Table NEA.8.7	95 per cent confidence intervals for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2009

Table NEA.8.8	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2008 [#]
Table NEA.8.9	RSEs for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2008 [#]
Table NEA.8.10	95 per cent confidence intervals for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2008 [#]

* Indicates table is unchanged from that provided for the baseline report.

[#] Indicates table is changed from that provided for the baseline report (either new measure included, new disaggregation or revised data).

Box 35 Comment on data quality

The DQS for this indicator has been prepared by the ABS and is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from the DQS are summarised below.

- The data provide relevant information on the proportion of the relevant age population who have completed year 12 or equivalent, or AQF Certificate II or above. Data are available by State and Territory, by Indigenous status and SES.
- Annual data are available from the SEW (general population and SES). Data are available every five years from the Census (population by Indigenous status), with the most recent data for 2006. Data are available every three years on a rotating basis from the NATSISS and NATSIHS (Indigenous population) with the most recent data for 2008.
- The SEW does not include people living in very remote areas which affects the comparability of the NT results.
- The SEW is generally able to measure small changes in performance measures at the national level. The ABS has advised that it is not designed to measure changes at the jurisdictional level with the same level of accuracy.
- The reduced sample for the SEW in 2009 generally resulted in higher RSEs in the 2009 data compared with the 2008 data. The increases in RSEs were generally small and varied by jurisdiction.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issues:

- The reduced sample size for the SEW in 2009 resulted in increases in RSEs. These RSEs affect the ability to identify annual change, particularly for disaggregations for selected jurisdictions, as only small year to year movements would be anticipated for this indicator.
- The Steering Committee understands that the ABS is investigating 'pooling' multiple surveys to increase the ability to detect significant movements in estimates over time.
- Data from the 2008 NATSISS should not be compared with data from the 2006 Census. The second set of survey estimates for Indigenous people for NEA reporting will be sourced from the 2011 NATSIHS.

NEA Indicator 9. The proportion of young people participating in post school education or training six months after school

Outcome area:	Young people make a successful transition from school to work and further study
Performance indicator:	The proportion of young people participating in post school education or training six months after school
Measure:	<p>Proportion of 15 to 19 year olds who have left school (not just in the previous six months) and are fully engaged in education or training or employment, by highest level of schooling.</p> <p>The measure is defined as:</p> <ul style="list-style-type: none">– <i>numerator</i> — number of persons aged 15 to 19 years who have left school are fully engaged in employment, education and/or training, by highest level of schooling completed– <i>denominator</i> — number of persons aged 15 to 19 years who have left school, by highest level of schooling completed <p>Excludes persons whose highest level of schooling completed is not stated. These data will be separately reported to provide additional information for this measure</p> <p>Fully engaged is defined as full time employment, full time education or training, or a mixture of part time/full time employment and part time/full time education or training</p>
Data source:	<i>Numerator and denominator</i> — <u>Survey of Education and Work (SEW)</u>
Data provider:	<i>Numerator and denominator</i> — ABS
Data availability:	2009 and 2008 (All and SES) (Data required for 2008 as data in baseline report was based on a different measure)
Cross tabulations provided:	<p>State and Territory by year level of schooling completed by:</p> <ul style="list-style-type: none">– Fully engaged in education, training and/or employment– Fully engaged in education and/or training (i.e., excluding employment)– SES (CD based SEIFA IRSD) <p>Level of schooling completed will be reported for: year 12, year 11, year 10 or below.</p>

Box 36 Results

Nationally, the proportion of young people fully participating in post school education or training was 37.6 per cent in 2009 and 36.9 per cent in 2008.

Including employment, the proportion of young people fully participating in post school education, training and/or employment was 68.4 per cent in 2009 and 74.3 per cent in 2008.

Apparent differences in results between years may not be statistically significant. To assist in interpretation, 95 per cent confidence intervals and relative standard errors are provided in the attachment tables for this indicator.

Results are available by State and Territory for 2009 and 2008 in tables NEA.9.1–3 and table NEA.9.4–6 respectively. Results are available by State and Territory by SES based on ABS SEIFA for 2009 and 2008 in tables 9.7–9 and 9.10–12 respectively.

Attachment tables

Table NEA.9.1	Proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2009
Table NEA.9.2	RSEs for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2009
Table NEA.9.3	95 per cent confidence intervals for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2009
Table NEA.9.4	Proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2008 [#]
Table NEA.9.5	RSEs for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2008 [#]
Table NEA.9.6	95 per cent confidence intervals for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2008 [#]
Table NEA.9.7	Proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2009, by SES based on ABS SEIFA
Table NEA.9.8	RSEs for the proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2009, by SES based on ABS SEIFA

Table NEA.9.9	95 per cent confidence intervals for the proportion of young people (15-19 years) who have left school, and are participating in post school education, training and/or employment, 2009, by SES based on ABS SEIFA
Table NEA.9.10	Proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2008, by SES based on ABS SEIFA [#]
Table NEA.9.11	RSEs for the proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2008, by SES based on ABS SEIFA [#]
Table NEA.9.12	95 per cent confidence intervals for the proportion of young people (15-19 years) who have left school, and are participating in post school education, training and/or employment, 2008, by SES based on ABS SEIFA [#]

[#] Indicates table is changed from that provided for the baseline report (either new measure included, new disaggregation or revised data).

Box 37 Comment on data quality

The DQS for this indicator has been prepared by the ABS and is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from the DQS are summarised below.

- The data provide relevant information on the proportion of 15–19 year old school leavers who are fully participating in post school education and/or training (with an additional grouping also including employment). Data are available by SES. Data are not available by Indigenous status. The SEW does not include people living in very remote areas which affects the comparability of the NT results.
- The SEW is conducted annually. The most recent data available are for 2009.
- The SEW is generally able to measure small changes in performance measures at the national level. The ABS has advised that it is not designed to measure changes at the jurisdictional level with the same level of accuracy.
- The reduced sample for the SEW in 2009 generally resulted in higher RSEs in the 2009 data compared with the 2008 data. The increases in RSEs were generally small and varied by jurisdiction.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issue:

- Disaggregation of this indicator by Indigenous status remains a priority. Further development work is required to identify a suitable method for providing comparative estimates for the Indigenous population.
- The reduced sample size for the SEW in 2009 resulted in increases in RSEs. These RSEs affect the ability to identify annual change, particularly for disaggregations for selected jurisdictions, as only small year to year movements would be anticipated for this indicator.
- The Steering Committee understands that the ABS is investigating 'pooling' multiple surveys to increase the ability to detect significant movements in estimates over time.

NEA Indicator 10. The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III

Outcome area:	Young people make a successful transition from school to work and further study
Performance indicator:	The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III
Measure:	<p>Proportion of 18 to 24 year olds who are fully engaged in employment, education or training at or above AQF Certificate Level III</p> <p>The measure is defined as:</p> <ul style="list-style-type: none">– <i>numerator</i> — number of persons aged 18 to 24 years who are fully engaged in employment, education and/or training at or above AQF Certificate III– <i>denominator</i> — number of persons aged 18 to 24 years <p>Fully engaged is defined as full time employment, full time education or training, or a mixture of part time/full time employment and part time/full time education or training</p> <p>The scope of AQF Certificate Level III or above excludes persons whose highest level of education/training is Certificate nfd</p> <p>Persons who have not identified the level of qualification they are working towards are excluded from the calculations (only applicable to Census data)</p>
Data sources:	<p><i>(Main) Numerator and denominator</i> — (All) (SES) <u>Survey of Education and Work</u> (SEW)</p> <p><i>(Supplementary) Numerator and denominator</i> — (Indigenous status) (SES) Census</p> <p><i>(Supplementary) Numerator and denominator</i> — (Indigenous) <u>National Aboriginal and Torres Strait Islander Social Survey</u> (NATSISS) and <u>National Aboriginal and Torres Strait Islander Health Survey</u> (NATSIHS). (Non-Indigenous) <u>Survey of Education and Work</u> (SEW)</p>
Data provider:	<i>Numerator and denominator</i> — ABS
Data availability:	2009 and 2008 (Data required for 2008 by Indigenous status [utilising 2008 NATSISS and 2008 SEW] as most recent available data for baseline report was from the 2006 Census)
Cross tabulations provided:	2009 – State and Territory, and by SES (CD based SEIFA IRSD) 2008 – State and Territory by Indigenous status, and by SES (CD based on SEIFA IRSD)

Box 38 **Results**

Nationally, the proportion of the 18–24 year old population engaged in full time employment, education and/or training at or above Certificate III was 72.7 per cent in 2009 and 76.3 per cent in 2008.

Apparent differences in results between years may not be statistically significant. To assist in interpretation, 95 per cent confidence intervals and relative standard errors are provided in the attachment tables for this indicator.

Results are available by State and Territory for 2006 baseline year (Census data) in table NEA10.12 and by State and Territory for 2009 and 2008 in table NEA.10.1–2 and table NEA.10.9–11 respectively. Results are available by State and Territory by SES based on ABS SEIFA for 2009 and 2008 at Table 10.3–5 and Table 10.6–8 respectively.

Data from the 2008 NATSISS should not be compared with data from the 2006 Census. The second set of survey estimates for Indigenous people for NEA reporting will be sourced from the 2011 NATSIHS.

Attachment tables

Table NEA 10.1	Proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2009 and 2008
Table NEA 10.2	RSEs and 95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2009 and 2008
Table NEA.10.3	Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2009, by SES based on ABS SEIFA
Table NEA.10.4	RSEs for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2009, by SES based on ABS SEIFA
Table NEA.10.5	95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2009, by SES based on ABS SEIFA
Table NEA.10.6	Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2008, by SES based on ABS SEIFA [#]
Table NEA.10.7	RSEs for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2008, by SES based on ABS SEIFA [#]

Table NEA.10.8	95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2008, by SES based on ABS SEIFA [#]
Table NEA 10.9	Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2008 [#]
Table NEA 10.10	RSEs for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2008 [#]
Table NEA 10.11	95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2008 [#]
Table NEA 10.12	Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2006 [*]

* Indicates table is unchanged from that provided for the baseline report.

[#] Indicates table is changed from that provided for the baseline report (either new measure included, new disaggregation or revised data).

Box 39 Comment on data quality

The DQS for this indicator has been prepared by the ABS and is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from the DQS are summarised below.

- The SEW data collection provides relevant information on the proportion of the 18–24 year old population who are fully engaged in employment, education and/or training at or above AQF Certificate III.
- Data are available by Indigenous status and by SES. However, Indigenous status data are presented for all education and training (not 'at or above AQF Certificate III'), as the NATSISS does not collect information on the level of study.
- The SEW does not include people living in very remote areas which affects the comparability of the NT results.
- Annual data are available from the SEW (general population and SES). Data are available every five years from the Census (population by Indigenous status), with the most recent data for 2006. Data are available every three years on a rotating basis from the NATSISS and NATSIHS (Indigenous population) with the most recent data for 2008.
- The SEW is generally able to measure small changes in performance measures at the national level. The ABS has advised that it is not designed to measure changes of the same magnitude at the jurisdictional level with the same level of accuracy.
- The reduced sample for the SEW in 2009 generally resulted in higher RSEs in the 2009 data compared with the 2008 data. The increases in RSEs were generally small and varied by jurisdiction.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data sources are available.

The Steering Committee also notes the following issues:

- The reduced sample size for the SEW in 2009 resulted in increases in RSEs. These RSEs affect the ability to identify annual change, particularly for disaggregations for selected jurisdictions, as only small year to year movements would be anticipated for this indicator.
- The Steering Committee understands that the ABS is investigating 'pooling' multiple surveys to increase the ability to detect significant movements in estimates over time.

(continued next page)

Box 39 **(Continued)**

- Data from the 2008 NATSISS should not be compared with data from the 2006 Census. The second set of survey estimates for Indigenous people for NEA reporting will be sourced from the 2011 NATSIHS.
- The Steering Committee recommends inclusion of level of study on the NATSISS/NATSIHS, to improve reporting of this indicator.

NEA Indicator 11. NAPLAN performance:

- (i) national, by jurisdiction, by geo-location**
- (ii) years 3, 5, 7, 9**
- (iii) reading, writing, numeracy.**

[This NIRA indicator relates directly to the indicator on NAPLAN achievement in the NEA]

Performance indicator:	NAPLAN performance by jurisdiction by geolocation, for years 3, 5, 7 and 9, for reading, writing and numeracy
Measure:	<p>The measure is defined as:</p> <ul style="list-style-type: none">– Proportion of students who achieved at or above the national minimum standard, by Indigenous status (for reading, writing and numeracy, in years 3, 5, 7 and 9) <p>(Note: the achievement levels of all students tested are constructed on a discrete number of points on a scale rather than as continuously variable [using Rasch model], therefore, there is no discrete numerator and denominator for this measure)</p>
Data source:	MCEECDYA <u>National Assessment Program – Literacy and Numeracy</u> (NAPLAN). Data are available annually
Data provider:	ACARA
Data availability:	<p>NAPLAN — 2009 and 2008</p> <p>(2008 data included in the Steering Committee’s baseline report did not include achievement for non-Indigenous students by geolocation, as these data were not available at the time. These data were included in the 2009 NAPLAN report published in December 2009)</p>
Cross tabulations provided:	<p>For each year level (3, 5, 7 and 9 — reported individually) by learning domain (reading, writing and numeracy — reported individually), State and Territory by:</p> <ul style="list-style-type: none">– Indigenous status– Geolocation– Indigenous status by geolocation

Box 40 Results

Some disaggregations have relatively large confidence intervals, and apparent differences may not be statistically significant. Attachment tables include 95 per cent confidence intervals.

National results are available by learning domain (reading, writing and numeracy), by year level (3, 5, 7 and 9). Due to the volume of results for this indicator, year 3 reading in 2009 by Indigenous status is included here for illustration.

Proportion of students at or above the national minimum standard:

- Indigenous students
 - Metropolitan: 83.8 per cent
 - Provincial: 81.5 per cent
 - Remote: 58.4 per cent
 - Very remote: 43.4 per cent
- Non-Indigenous students
 - Metropolitan: 95.2 per cent
 - Provincial: 94.1 per cent
 - Remote: 92.5 per cent
 - Very remote: 91.0 per cent

Results are available by State and Territory, for each year level, by learning domain, in tables NEA.4.1–80.

Box 41 Comment on data quality

ACARA did not provide a final DQS for this indicator for inclusion in this report. The Steering Committee drew on unpublished supplementary notes from ACARA to prepare this comment on data quality. The DQS prepared by the Curriculum Corporation for the 2007 NAPLAN data is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from these sources of information about data quality for this indicator are summarised below.

- Students are classified in three ways: assessed, exempt, absent/withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard.
- Data are sourced from the NAPLAN (for assessed students) and from student enrolment records (for exempt and absent/withdrawn students). All data are collected annually. The most recent data available are for 2009.
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Indigenous status is recorded as part of the NAPLAN with 97 per cent of students responding. Data are available by Indigenous status at the State and Territory level.
- Geolocation is determined based on the MCEECDYA geographic location classification.
- Detailed explanatory notes are publicly available to assist in interpretation of results. This includes information on the mean test scores, and information on the average age of students and average months of schooling by State and Territory.
- Some additional data from the data source are available on-line.

The Steering Committee also notes the following issues:

- The MCEECDYA geographic location classification is not directly comparable to the ABS Areas for Remoteness and Accessibility Index (ARIA). The ARIA is used to disaggregate by geolocation for all other data in this report.
- The following data were not provided for this report:
 - NEA.4.1–12: 95 per cent confidence intervals for totals
 - NEA.4.13–23: 95 confidence intervals for non-Indigenous students
 - NEA.4.33–56: 95 per cent confidence intervals for totals for all students

NEA Indicator 12. NAPLAN student participation rates:

(i) national, by jurisdiction, by geolocation

(ii) years 3, 5, 7 and 9

(iii) reading, writing and numeracy

(This NIRA indicator relates directly to the indicator on NAPLAN achievement in the NEA)

Performance indicator:	NAPLAN student participation rates by jurisdiction by geolocation, for years 3, 5, 7 and 9, for reading, writing and numeracy
Measure:	<p>The measure is defined as:</p> <ul style="list-style-type: none">– <i>numerator</i> — number of assessed and exempt students in years 3, 5, 7 and 9, by Indigenous status– <i>denominator</i> — total number of students in years 3, 5, 7 and 9, by Indigenous status
Data source:	MCEECDYA <u>National Assessment Program – Literacy and Numeracy</u> (NAPLAN). Data are available annually
Data provider:	ACARA
Data availability:	<p>NAPLAN — 2009 and 2008</p> <p>(2008 data included in the Steering Committee’s baseline report did not include participation for non-Indigenous students, as these data were not available at the time. These data were included in the 2009 NAPLAN report published in December 2009)</p>
Cross tabulations provided:	<p>For each year level (3, 5, 7 and 9 — reported individually) by learning domain (reading, writing and numeracy — reported individually), State and Territory by:</p> <ul style="list-style-type: none">– Indigenous status

Box 42 **Results**

National results are available by learning domain (reading, writing and numeracy), by year level (3, 5, 7 and 9), by Indigenous status. Due to the volume of results, year 3 reading by Indigenous status is included here for illustration.

NAPLAN student participation rates:

- Indigenous students: 91.6 per cent in 2009 and 90.2 per cent in 2008
- non-Indigenous students: 96.8 per cent in 2009 and 97.2 per cent in 2008

Results are available for 2009 and 2008 by State and Territory, for each year level, by learning domain and by Indigenous status, in tables NEA.12.1–8.

Attachment tables

Table NIRA.12.1	Year 3 student participation in assessment, 2009
Table NIRA.12.2	Year 5 student participation in assessment, 2009
Table NIRA.12.3	Year 7 student participation in assessment, 2009
Table NIRA.12.4	Year 9 student participation in assessment, 2009
Table NIRA.12.5	Year 3 student participation in assessment, 2008 [#]
Table NIRA.12.6	Year 5 student participation in assessment, 2008 [#]
Table NIRA.12.7	Year 7 student participation in assessment, 2008 [#]
Table NIRA.12.8	Year 9 student participation in assessment, 2008 [#]

[#] Indicates table is changed from that provided for the baseline report (either a new measure included, new disaggregation or revised data).

Box 43 Comment on data quality

ACARA did not provide a final DQS for this indicator for inclusion in this report. The Steering Committee drew on unpublished supplementary notes from ACARA to prepare this comment on data quality. The DQS prepared by the Curriculum Corporation for the 2007 NAPLAN data is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from these sources of information about data quality for this indicator are summarised below.

- Students are classified in three ways: assessed, exempt, absent/withdrawn. Participation rates are calculated as all assessed and exempt students as a percentage of the total number of students in the year level, as reported by schools, which includes those absent and withdrawn.
- Data are sourced from the NAPLAN (for assessed students) and from student enrolment records (for exempt and absent/withdrawn students). All data are collected annually. The most recent data available are for 2009.
- Data are of acceptable accuracy.
- Indigenous status is recorded as part of the NAPLAN with 97 per cent of students responding. Data are available by Indigenous status at the State and Territory level.
- Some additional data from the data source are available on-line.

The Steering Committee also notes the following issue:

- Disaggregation of participation rates by geolocation is a priority. In particular, the further disaggregation of participation rates by Indigenous status by geolocation.

NEA Indicator 13. Apparent retention rates from year 7/8

(i) national, by jurisdiction, by geolocation

(ii) to year 10

(iii) to year 12

(Part of this NIRA indicator [to year 10] relates directly to the retention rate measure for indicator 3 in the NEA)

Performance indicator:	Apparent retention rates from year 7/8 to year 10 and year 12, by jurisdiction, and geolocation
Measure:	<p>The Apparent retention rates are defined as:</p> <p>To year 10</p> <p><i>numerator</i> — number of full time students in year 10 in reference year (2009)</p> <p><i>denominator</i> — number of full time students in the base year (year 7 in NSW, Vic, Tas and ACT in 2006; year 8 in Qld, WA, SA and NT in 2007)</p> <p>To year 12</p> <p><i>numerator</i> — number of full time students in year 12 in reference year (2009)</p> <p><i>denominator</i> — number of full time students in the base year (year 7 in NSW, Vic, Tas and ACT in 2004; year 8 in Qld, WA, SA and NT in 2005)</p>
Data source	<i>Numerator and denominator</i> — MCEECDYA <u>National Schools Statistics Collection</u> (NSSC). Data are available annually
Data provider:	ABS
Data availability:	2009
Cross tabulations provided:	State and Territory, by – Indigenous status, by – school sector

Box 44 Results

Nationally in 2009, the apparent retention rate for Indigenous students in years 7/8 to year 12 was 45.4 per cent, compared to 77.3 per cent for non-Indigenous students. In 2008, the equivalent apparent retention rates were 47.2 per cent and 75.6 per cent respectively.

Results are available by State and Territory for 2009 and 2008 in tables NEA.13.1 and NEA.13.2 respectively.

Attachment tables

Table NIRA.13.1	Apparent retention rates for students in years 7/8 to year 12, by Indigenous status, 2009 (per cent)
Table NIRA.13.2	Apparent retention rates for students in years 7/8 to year 12, by Indigenous status, 2008 (per cent) [#]

[#] Indicates table is changed from that provided for the baseline report (either a new measure included, new disaggregation or revised data).

Box 45 **Comment on data quality**

The DQS for this indicator has been prepared by the ABS and is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from the DQS are summarised below:

- This measure is the proportion of Indigenous students who commenced secondary school, who remained in secondary school to undertake year 10, and year 12.
- Data are sourced from the MCEECDYA NSSC, which is conducted annually. The most recent data available are for 2009.
- A number of factors affect the accuracy of this measure, including repeating students, migration, inter-sector transfers and enrolment policies (such as different age/grade structures across jurisdictions). Therefore, the cohorts of students in year 10 and year 12 are not necessarily the same cohort of students in year 7/8.
- Particularly in small jurisdictions, relatively small changes in student numbers can result in large movements in retention rates. In addition, rates in smaller jurisdictions may be affected by changes in the proportion of ungraded and/or mature aged students from year to year. The inclusion or exclusion of part time students can also have a significant effect on apparent retention rates, especially in SA, Tasmania and the NT, which have relatively large proportions of part time students.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issue:

- Data may not be reliable, for example the apparent retention rates are greater than 100 per cent in many cases. Work published by the ABS has noted the limitations of apparent retention rates as measures of engagement in senior secondary school (Rossiter and Duncan, 2006). The ABS has developed alternative measures of secondary school engagement (apparent continuation rates and apparent progression rates), but neither of these measures are currently available disaggregated by Indigenous status.

NEA Indicator 14. Attendance rates -
(i) national, by jurisdiction, by geo-location
(ii) Year 1 to Year 10

(The measure under this NIRA indicator is the same as the attendance measure for indicator 2 under the NEA).

Performance indicator:	Attendance rates by jurisdiction and geolocation, for year 1 to year 10
Measure:	<p>The measure is defined as follows:</p> <ul style="list-style-type: none">– <i>numerator</i> — aggregate number of actual days in attendance in the collection period, for children in years 1–10 (children enrolled full time only), by Indigenous status– <i>denominator</i> — aggregate number of possible days for attendance in the collection period, for children in years 1–10 (children enrolled full time only), by Indigenous status <p>and is expressed as a <i>rate</i></p>
Data source:	<i>Numerator and denominator</i> — MCEECDYA <u>National Schools Attendance Collection</u> (NSAC) data. Data are available annually
Data provider:	ACARA
Data availability:	2009 and 2008 (2007 was the most recent available data for the baseline report. 2008 and 2009 data were available for the second cycle report)
Cross tabulations provided:	State and Territory, by <ul style="list-style-type: none">– school sector, by– year level, by– Indigenous status

Box 46 Results

National totals for student attendance rates cannot be provided as data are not comparable across states and territories, or across school sectors, due to differences in collection and reporting processes.

Results are available by State and Territory, by school sector, by year level for 2009 and 2008 in tables NEA.2.3–5 and NEA.2.6–8 respectively. Results for the baseline year (2007) are in tables NEA 2.9–11.

Attachment tables

Table NEA.2.3	Student attendance rates, government schools, by Indigenous status, 2009
Table NEA.2.4	Student attendance rates, independent schools, by Indigenous status, 2009
Table NEA.2.5	Student attendance rates, Catholic schools, by Indigenous status, 2009
Table NEA.2.6	Student attendance rates, government schools, by Indigenous status, 2008
Table NEA.2.7	Student attendance rates, independent schools, by Indigenous status, 2008
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* Indicates table is unchanged from that provided for the baseline report.

Box 47 Comment on data quality

ACARA did not provide a final DQS for this indicator for inclusion in this report. The Steering Committee drew on unpublished supplementary notes from ACARA to prepare this comment on data quality. The DQS prepared by the Curriculum Corporation for the 2007 NAPLAN data is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from these sources of information about data quality for this indicator are summarised below.

- The data provide an indicative measure of student attendance within an individual school sector within a State or Territory.
- Annual data are available. The NEA baseline report presented data for 2007. This report contains data for 2008 and 2009.
- National totals are not available as the data are not sufficiently robust to be added or averaged. Data are not comparable across states and territories, or across school sectors, due to differences in collection and reporting processes.
- Detailed explanatory notes are publicly available to assist in interpretation of results. Some states do not separately report the rates for ungraded students which may affect the interpretation of year level data.
- No additional data are available.

The Steering Committee also notes the following issues:

- Data comparability issues limit the usefulness of this measure. Further improvements are required to provide comparable data across school sectors and across states and territories. Attendance rates for the total of all schools are required (data on government, catholic and independent school sectors are not able to be aggregated), as are attendance rates for the total of all school years (data on individual school years are not able to be aggregated).

NEA Indicator 15. The proportion of Indigenous 18–24 year olds engaged in full-time employment, education or training at or above Certificate III

(This NIRA indicator is similar to indicator 10 in the NEA).

Performance indicator:	The proportion of 18–24 year olds engaged in full time employment, education or training at or above Certificate III
Measure:	<p>Proportion of 18–24 year olds who are fully engaged in employment, education or training at or above AQF Certificate Level III</p> <p>The measure is defined as:</p> <ul style="list-style-type: none">– <i>numerator</i> — number of persons aged 18–24 years who are fully engaged in employment, education and/or training– <i>denominator</i> — number of persons aged 18–24 years <p>Fully engaged is defined as full time employment, full time education or training, or a mixture of part time/full time employment and part time/full time education or training</p> <p>The scope of AQF Certificate Level III or above excludes persons whose highest level of education/training is Certificate nfd</p> <p>Persons who have not identified the level of qualification they are working towards are excluded from the calculations (only applicable to Census data)</p>
Data sources:	<p><i>(Main) Numerator and denominator</i> — (Indigenous) <u>National Aboriginal and Torres Strait Islander Social Survey (NATSISS)</u> or <u>National Aboriginal Torres Strait Islander Health Survey (NATSIHS)</u>; (Non-Indigenous) <u>Survey of Education and Work (SEW)</u></p> <p><i>(Supplementary) Numerator and denominator</i> — (Indigenous status) <u>Census of Population and Housing (Census)</u></p>
Data provider:	ABS
Data availability:	2008 (Data required for 2008 by Indigenous status [utilising 2008 NATSISS and 2008 SEW] was not available for the baseline report)
Cross tabulations provided:	State and Territory, by – Indigenous status

Box 48 **Results**

Nationally in 2008, the proportion of 18–24 year old Indigenous population engaged in full time employment, education and/or training was 40.2 per cent and 81.0 per cent for the non-Indigenous population.

Results are available by State and Territory for 2006 baseline year (Census data) in table NEA10.12 and for 2008 by State and Territory in table NEA.10.9–12. Data from the 2008 NATSISS should not be compared with data from the 2006 Census. The second set of survey estimates for Indigenous people for NEA reporting will be sourced from the 2011 NATSIHS.

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Table NEA 10.9	Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2008 [#]
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* Indicates table is unchanged from that provided for the baseline report.

Indicates table is changed from that provided for the baseline report (either a new measure included, new disaggregation or revised data).

Box 49 Comment on data quality

The DQS for this indicator has been prepared by the ABS and is included in its original form in the section in this report titled 'Data Quality Statements.' Key points from the DQS are summarised below.

- The SEW provides relevant information on the proportion of the 18–24 year old population who are fully engaged in employment, education and/or training at or above AQF Certificate III.
- Although the SEW collects information on the level of current study, the NATSISS only collects information on whether or not a person is studying (not by level). Therefore, to ensure comparability between Indigenous and non-Indigenous estimates, data are presented by engagement with all education and/or training.
- The SEW does not include people living in very remote areas which affects the comparability of the NT results.
- Annual data are available from the SEW (general population and SES). Data are available every five years from the Census (population by Indigenous status), with the most recent data for 2006. Data are available every three years on a rotating basis from the NATSISS and NATSIHS (Indigenous population) with the most recent data for 2008.
- The SEW is generally able to measure small changes in performance measures at the national level. The ABS has advised that it is not designed to measure changes at the jurisdictional level with the same level of accuracy.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data sources are available.

The Steering Committee also notes the following issues:

- The Steering Committee understands that the ABS is investigating 'pooling' multiple surveys to increase the ability to detect significant movements in estimates over time.
- Data from the 2008 NATSISS should not be compared with data from the 2006 Census. The second set of survey estimates for Indigenous people for NEA reporting will be sourced from the 2011 NATSIHS.
- The Steering Committee recommends inclusion of level of study on the NATSISS/NATSIHS to enable improved reporting for this indicator.

National Education Agreement performance reporting — attachment

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NEA target C

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* Indicates table is unchanged from that provided for the baseline report.

[#] Indicates table is changed from that provided for the baseline report (either new measure included, new disaggregation or revised data).

Performance Targets

NEA Target A.1:

**Lift the year 12 or equivalent
attainment rate to 90 per cent by
2015**

**See NEA Indicators 7 and 8, attachment tables NEA.7.1 and
NEA.7.2**

NEA Target A.2:

**Lift the year 12 or equivalent
attainment rate to 90 per cent by
2020**

Table NEA.A.2.1 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above, 2009**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust</i>
Estimate										
20–24 year old population with relevant qualification (b)	'000	406.4	336.6	254.9	120.2	86.5	21.5	27.3	10.0	1 263.4
Total 20–24 year old population (c)	'000	478.9	390.1	301.1	157.1	110.3	31.2	28.9	15.0	1 512.7
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	84.9	86.3	84.7	76.5	78.4	68.8	94.6	66.7	83.5
Relative standard error										
20–24 year old population with relevant qualification (b)	%	1.8	2.4	2.3	4.0	2.7	5.9	2.2	9.9	1.1
Total 20–24 year old population (c)	%	0.5	0.2	0.6	0.8	0.5	0.6	–	7.5	0.3
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	1.6	2.5	2.3	4.0	2.5	6.0	2.2	7.4	1.0
95 per cent confidence interval										
20–24 year old population with relevant qualification (b)	± '000	13.9	15.7	11.5	9.4	4.6	2.5	1.2	1.9	28.3
Total 20–24 year old population (c)	± '000	4.8	1.7	3.7	2.3	1.2	0.4	–	2.2	7.5
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	± %	2.6	4.2	3.8	6.0	3.8	8.0	4.0	9.6	1.7

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Persons aged 20–24 years who have identified as having attained year 12 or Certificate III or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(c) 'Total population' of all persons aged 20–24 years.

– Nil or rounded to zero.

Source: ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.A.2.2 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above, 2008**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust</i>
Estimate										
20–24 year old population with relevant qualification (b)	'000	385.6	326.1	245.9	119.6	86.5	22.5	24.8	6.2	1 217.1
Total 20–24 year old population (c)	'000	468.9	369.6	294.9	151.7	108.7	31.9	27.5	9.6	1 462.9
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	82.2	88.2	83.4	78.8	79.6	70.3	90.4	64.1	83.2
Relative standard error										
20–24 year old population with relevant qualification (b)	%	1.8	1.2	1.9	3.8	3.2	4.9	2.4	13.8	0.8
Total 20–24 year old population (c)	%	0.4	0.2	0.8	1.0	0.2	–	1.0	13.8	0.2
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	%	1.8	1.3	1.7	3.9	3.2	4.9	2.4	10.2	0.8
95 per cent confidence interval										
20–24 year old population with relevant qualification (b)	± '000	13.4	7.9	9.3	9.0	5.4	2.2	1.2	1.7	20.0
Total 20–24 year old population (c)	± '000	3.4	1.5	4.9	2.9	0.5	–	0.5	2.6	6.9
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert III or above	± %	2.9	2.3	2.9	6.0	5.0	6.8	4.2	12.8	1.3

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Persons aged 20–24 years who have identified as having attained year 12 or Certificate III or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(c) 'Total population' of all persons aged 20–24 years.

– Nil or rounded to zero.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

NEA Target B:

Halve the gap for Indigenous students in reading, writing and numeracy within a decade

See NEA Indicators 4 and 5, tables NEA.4.1–24

NEA Target C:

**At least halve the gap for
Indigenous students in year 12 or
equivalent attainment rates by
2020**

See NEA Indicators 7 and 8, tables NEA.8.1–4

Performance Indicators

NEA Indicator 1:

**The proportion of children (1)
enrolled in and (2) attending
school**

Table NEA.1.1 **Proportion of children aged 6–15 years enrolled in school, 2009**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children aged 6–15 years enrolled in school (a)	no.	880 553	661 651	579 484	288 341	195 974	65 339	45 842	31 527	2 748 711
Total 6–15 year old population (b) (c)	no.	897 126	666 592	587 105	291 352	197 215	65 412	42 020	34 225	2 781 047
Proportion of 6–15 year old population enrolled in school	%	98.2	99.3	98.7	99.0	99.4	99.9	109.1	92.1	98.8

(a) Includes children enrolled full-time or part-time in 2009. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

(b) Estimates for the total population are sourced from ABS Estimated Resident Population for 30 June 2009 (preliminary estimates based on the 2006 Census).

(c) The Australian total is the sum of all states and territories data, 'other territories' are excluded. Jervis Bay and Norfolk Island are also excluded (from ACT and NSW totals).

Source: ABS (unpublished) Schools Australia 2009, Cat. no. 4221.0; ABS (unpublished) Population by age and sex, Australian states and territories, June 2009, Cat. no. 3201.0.

Table NEA.1.2 Proportion of children aged 6–15 years enrolled in school, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children aged 6–15 years enrolled in school (a)	no.	881 551	659 098	573 541	285 038	196 820	65 962	45 599	31 618	2 739 227
Total 6–15 year old population (b), (c)	no.	896 900	664 236	581 647	287 026	197 842	65 965	41 872	33 958	2 769 446
Proportion of 6–15 year old population enrolled in school	%	98.3	99.2	98.6	99.3	99.5	100.0	108.9	93.1	98.9

(a) Includes children enrolled full-time or part-time in 2008. Data for 'Other Territories' are included in State breakdowns for enrolments.

(b) Estimates for the total population are sourced from the ABS Estimated Resident Population data (preliminary estimates) for 30 June 2008 (based on the 2006 Census).

(c) Australia total is the sum of all states and territories data. Population data does not include 'Other Territories'.

Source: ABS (unpublished) Schools Australia, 2008; ABS (unpublished) Demographic Statistics, June quarter 2008.

Table NEA.1.3 Student attendance rates, government schools, by sex, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	94	94	94	93	92	89	89	89	91	84
Female	94	94	94	94	94	94	93	91	89	88	91	85
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Male	93	94	94	94	94	93	92	91	90	90	89	89
Female	93	94	94	94	94	94	93	91	90	89	88	88
Total	93	94	94	94	94	94	93	91	90	90	89	89
Qld												
Male	92	92	93	93	93	92	92	89	87	86	85	93
Female	92	92	93	93	93	93	93	91	88	86	90	94
Total	92	92	93	93	93	93	92	90	88	86	86	93
WA												
Male	92	93	93	93	93	93	92	90	87	86	na	na
Female	92	93	93	93	93	93	93	91	88	85	na	na
Total	92	93	93	93	93	93	93	90	88	86	na	na
SA												
Male	92	92	92	92	92	92	91	89	87	86	91	89
Female	92	92	92	92	93	92	92	90	87	85	92	88
Total	92	92	92	92	92	92	92	89	87	85	92	89
Tas												
Male	94	94	95	94	95	94	92	91	88	87	na	na
Female	94	94	94	94	95	95	92	89	87	85	na	na
Total	94	94	95	94	95	94	92	90	88	86	na	na

Table NEA.1.3 **Student attendance rates, government schools, by sex, 2009 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	94	94	94	94	94	93	90	88	87	87	na	na
Female	94	94	94	94	93	93	91	88	86	86	na	na
Total	94	94	94	94	93	93	91	88	87	87	na	na
NT												
Male	83	82	83	84	85	85	83	79	80	81	73	92
Female	82	84	85	85	86	85	83	81	80	80	89	92
Total	82	83	84	85	86	85	83	80	80	81	78	92

(a) See data quality statement for detailed explanatory notes on data.

na Not available.

Source: ACARA (unpublished).

Table NEA.1.4 Student attendance rates, independent schools, by sex, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	95	94	95	93	95	94	94	94	93	89
Female	94	94	95	95	95	94	94	93	93	92	89	87
Total	94	94	95	94	95	94	95	94	93	93	92	88
Vic												
Male	93	94	94	94	94	94	94	94	94	93	93	89
Female	94	94	95	94	95	94	95	94	93	93	95	89
Total	93	94	94	94	94	94	94	94	93	93	94	89
Qld												
Male	93	92	93	93	93	93	93	92	90	91	87	74
Female	92	93	93	93	94	93	93	92	92	91	93	94
Total	93	92	93	93	94	93	93	92	91	91	91	91
WA												
Male	93	94	94	94	94	94	94	95	95	94	87	56
Female	93	94	94	94	95	94	94	94	94	92	88	61
Total	93	94	94	94	95	94	94	94	94	93	88	58
SA												
Male	94	93	93	94	94	93	93	93	93	93	94	95
Female	93	93	93	94	94	94	94	93	93	91	94	95
Total	93	93	93	94	94	93	94	93	93	92	94	95
Tas												
Male	95	96	95	96	95	95	96	94	94	94	82	96
Female	94	94	96	96	93	96	96	94	94	94	70	89
Total	94	95	95	96	94	95	96	94	94	94	78	93

Table NEA.1.4 **Student attendance rates, independent schools, by sex, 2009 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	93	95	95	95	95	93	95	94	94	94	na	na
Female	93	94	94	94	95	94	95	94	93	94	na	na
Total	93	95	94	94	95	93	95	94	94	94	80	na
NT												
Male	87	90	88	90	90	93	90	91	91	91	na	72
Female	85	88	91	87	89	90	92	88	89	88	na	75
Total	86	89	90	89	89	92	91	90	90	90	na	73

(a) See data quality statement for detailed explanatory notes on data.

na Not available.

Source: ACARA (unpublished).

Table NEA.1.5 Student attendance rates, Catholic schools, by sex, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	95	94	95	94	94	93	93	92	92	na
Female	94	94	95	94	95	94	95	93	93	92	90	na
Total	94	94	95	94	95	94	94	93	93	92	91	na
Vic												
Male	93	93	94	93	94	93	93	92	92	92	na	na
Female	93	93	94	93	94	94	94	93	92	91	na	na
Total	93	93	94	93	94	93	94	93	92	91	na	na
Qld												
Male	93	93	94	93	94	93	94	93	92	92	90	68
Female	93	93	94	93	94	93	94	93	92	91	92	30
Total	93	93	94	93	94	93	94	93	92	91	91	63
WA												
Male	91	93	93	93	94	94	93	94	94	93	84	98
Female	92	93	93	93	93	93	93	94	93	93	86	55
Total	91	93	93	93	93	94	93	94	94	93	85	68
SA												
Male	93	94	94	95	94	94	93	95	94	93	94	98
Female	93	94	94	94	94	94	94	93	92	92	93	91
Total	93	94	94	94	94	94	94	94	93	92	93	95
Tas												
Male	95	96	96	95	96	93	96	95	93	94	98	94
Female	94	95	95	96	93	95	95	94	93	92	96	93
Total	95	95	96	95	95	94	95	94	93	93	97	94

Table NEA.1.5 **Student attendance rates, Catholic schools, by sex, 2009 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	94	93	94	94	94	94	93	90	90	91	na	na
Female	93	92	93	92	94	94	93	91	91	89	na	na
Total	94	93	94	93	94	94	93	91	91	90	na	na
NT												
Male	77	76	79	80	81	78	85	79	85	80	na	na
Female	77	76	82	81	82	82	85	82	81	82	na	na
Total	77	76	81	81	81	80	85	81	83	81	na	na

(a) See data quality statement for detailed explanatory notes on data.

na Not available.

Source: ACARA (unpublished).

Table NEA.1.6 Student attendance rates, government schools, by sex, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	94	94	94	94	92	90	89	89	91	83
Female	94	94	94	94	94	94	93	91	89	89	91	85
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Male	94	94	94	94	94	94	93	91	90	90	90	90
Female	94	94	94	94	94	94	94	91	90	90	89	89
Total	94	94	94	94	94	94	93	91	90	90	89	89
Qld												
Male	92	93	93	93	93	93	92	90	87	86	86	92
Female	92	93	93	93	94	93	93	91	88	86	88	92
Total	92	93	93	93	93	93	93	90	88	86	86	92
WA												
Male	92	92	93	93	93	93	92	90	88	86	na	na
Female	92	92	93	93	93	93	93	91	88	85	na	na
Total	92	92	93	93	93	93	93	90	88	86	na	na
SA												
Male	92	93	93	93	93	92	92	90	87	86	92	89
Female	92	93	93	93	93	93	93	90	87	85	92	90
Total	92	93	93	93	93	93	92	90	87	86	92	89
Tas												
Male	94	95	95	95	95	94	93	91	90	88	na	na
Female	94	95	95	95	95	95	93	91	88	86	na	na
Total	94	95	95	95	95	95	93	91	89	87	na	na

Table NEA.1.6 **Student attendance rates, government schools, by sex, 2008 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	93	94	94	94	94	93	90	88	88	88	na	na
Female	93	94	94	94	94	94	91	89	88	87	na	na
Total	93	94	94	94	94	93	91	89	88	87	na	na
NT												
Male	81	82	83	85	84	84	82	81	82	82	81	91
Female	82	84	84	85	85	85	82	81	81	81	82	80
Total	82	83	84	85	84	85	82	81	81	82	81	86

(a) See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) *2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter*.

Table NEA.1.7 Student attendance rates, independent schools, by sex, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	95	95	95	95	95	95	95	94	95	94	94	93
Female	94	94	95	95	95	94	95	94	94	93	96	89
Total	95	94	95	95	95	95	95	94	94	93	95	91
Vic												
Male	93	94	95	95	94	94	95	94	93	94	88	83
Female	94	93	95	94	94	93	94	94	93	92	92	79
Total	93	94	95	94	94	94	94	94	93	93	91	82
Qld												
Male	93	93	94	93	94	94	94	93	93	93	96	88
Female	93	93	93	94	94	94	93	93	93	92	97	100
Total	93	93	93	93	94	94	93	93	93	92	96	92
WA												
Male	93	93	94	94	94	94	95	94	95	93	85	65
Female	93	93	94	94	94	94	95	94	92	92	86	65
Total	93	93	94	94	94	94	95	94	93	93	85	65
SA												
Male	92	95	95	95	95	94	94	95	94	94	91	96
Female	94	94	95	95	95	95	93	94	93	93	93	96
Total	93	94	95	95	95	95	94	94	94	93	92	96
Tas												
Male	92	92	94	94	94	95	95	94	93	93	93	99
Female	92	92	93	92	93	92	93	93	93	92	na	100
Total	92	92	94	93	94	94	94	93	93	93	93	99

Table NEA.1.7 **Student attendance rates, independent schools, by sex, 2008 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	95	94	94	94	95	94	94	94	95	95	na	na
Female	94	94	94	94	94	93	91	95	94	92	na	na
Total	95	94	94	94	95	94	93	95	94	94	na	na
NT												
Male	89	89	92	94	92	90	91	90	86	89	na	73
Female	88	92	94	92	93	91	91	90	88	89	na	60
Total	88	91	93	93	92	91	91	90	87	89	na	66

(a) See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) *2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter*.

Table NEA.1.8 Student attendance rates, Catholic schools, by sex, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	95	94	94	95	94	93	93	92	94	na
Female	94	94	94	94	95	94	95	94	93	92	95	na
Total	94	94	95	94	95	94	94	93	93	92	95	na
Vic												
Male	93	93	93	93	93	92	94	92	92	91	na	na
Female	92	93	93	93	93	94	94	92	91	91	na	na
Total	92	93	93	93	93	93	94	92	92	91	na	na
Qld												
Male	93	94	94	95	95	95	94	94	93	92	86	62
Female	93	94	94	94	94	94	94	93	92	90	91	80
Total	93	94	94	95	95	95	94	93	93	91	89	66
WA												
Male	92	92	92	92	93	92	94	94	93	92	92	na
Female	91	91	92	92	93	91	93	93	91	92	92	na
Total	91	91	92	92	93	91	93	93	92	92	92	na
SA												
Male	94	95	95	95	95	95	94	94	93	92	94	89
Female	94	94	95	94	95	94	94	94	92	92	92	86
Total	94	94	95	94	95	94	94	94	92	92	93	88
Tas												
Male	92	92	95	94	94	94	94	94	92	92	84	92
Female	93	93	93	94	93	94	94	92	92	90	89	89
Total	93	93	94	94	93	94	94	93	92	91	85	90

Table NEA.1.8 **Student attendance rates, Catholic schools, by sex, 2008 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	95	95	94	93	93	92	92	90	89	88	93	na
Female	93	91	94	94	93	92	94	93	90	89	95	na
Total	94	93	94	93	93	92	93	91	90	89	94	na
NT												
Male	83	83	84	84	86	85	84	84	83	84	na	na
Female	81	85	83	89	86	86	87	80	84	81	na	na
Total	82	84	84	86	86	85	85	82	84	83	na	na

(a) See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) *2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter*.

Table NEA.1.9 Student attendance rates, government schools, by sex, 2007 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	94	94	94	94	92	90	89	89	91	84
Female	94	94	94	94	94	94	93	91	89	89	92	85
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Male	94	95	95	95	95	94	94	92	91	92	91	91
Female	94	95	95	95	95	95	94	92	91	91	90	90
Total	94	95	95	95	95	94	94	92	91	91	90	90
Qld												
Male	93	94	94	94	94	93	93	90	88	87	89	91
Female	94	94	94	94	94	94	94	92	89	87	90	88
Total	94	94	94	94	94	93	93	91	88	87	89	90
WA												
Male	92	93	93	93	93	93	93	90	88	87	..	97
Female	92	93	93	93	94	94	93	91	88	86	..	96
Total	92	93	93	93	93	93	93	91	88	86	..	96
SA												
Male	93	93	93	93	93	93	92	90	88	87	93	90
Female	92	93	93	93	93	93	93	91	88	86	93	91
Total	93	93	93	93	93	93	92	90	88	87	93	90
Tas												
Male	95	95	95	95	95	95	93	92	90	89	..	..
Female	95	95	96	95	95	95	94	91	89	87	..	..
Total	95	95	95	95	95	95	94	91	89	88	..	..

Table NEA.1.9 **Student attendance rates, government schools, by sex, 2007 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	93	94	94	94	93	92	91	90	88	89	..	..
Female	93	94	94	94	94	92	92	90	87	87	..	..
Total	93	94	94	94	94	92	91	90	88	88	..	..
NT												
Male	82	83	85	85	84	85	84	84	82	81	70	87
Female	82	83	83	86	86	85	85	85	82	82	84	89
Total	82	83	84	85	85	85	85	84	82	81	75	87

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: MCEETYA (2008) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter*.

Table NEA.1.10 Student attendance rates, independent schools, by sex, 2007 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	95	95	95	95	95	95	94	94	94	93	94	93
Female	94	94	94	94	93	93	93	92	91	91	93	91
Total	94	94	94	94	94	94	94	93	93	92	94	92
Vic												
Male	94	94	94	94	94	95	95	94	94	94	82	81
Female	94	94	94	94	94	94	95	94	93	93	75	71
Total	94	94	94	94	94	94	95	94	94	94	79	79
Qld												
Male	93	93	93	93	93	93	92	91	91	90	94	71
Female	93	93	94	94	94	94	94	93	92	92	93	89
Total	93	93	94	93	93	93	93	92	91	91	94	79
WA												
Male	93	93	93	93	94	94	94	94	94	94	96	48
Female	93	93	94	94	94	93	94	94	93	93	93	38
Total	93	93	93	93	94	94	94	94	94	94	94	44
SA												
Male	94	95	95	95	93	94	94	94	93	93	94	96
Female	93	94	94	94	94	94	93	94	93	92	95	94
Total	93	95	94	95	94	94	94	94	93	92	95	95
Tas												
Male	95	96	96	96	96	97	96	96	97	95	96	99
Female	94	94	94	94	95	94	94	93	92	91	..	100
Total	94	95	95	95	95	95	95	94	95	93	96	99

Table NEA.1.10 **Student attendance rates, independent schools, by sex, 2007 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	94	96	95	95	94	94	95	94	94	94	..	..
Female	94	93	95	93	95	95	92	93	91	89	..	..
Total	94	95	95	94	95	94	94	93	92	91	..	..
NT												
Male	88	91	88	94	93	92	95	93	90	89	95	58
Female	93	93	91	92	89	93	94	94	91	92	..	68
Total	90	92	90	93	91	92	95	94	91	91	95	63

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: MCEETYA (2008) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter*.

Table NEA.1.11 Student attendance rates, Catholic schools, by sex, 2007 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	95	94	94	94	94	93	93	93	94	..
Female	94	94	94	94	95	94	94	93	92	92	94	55
Total	94	94	94	94	94	94	94	93	93	92	94	55
Vic												
Male	93	93	93	93	94	93	94	93	93	92	87	68
Female	93	93	93	94	93	93	94	93	92	91	86	68
Total	93	93	93	93	93	93	94	93	92	91	87	68
Qld												
Male	94	94	94	93	95	94	94	94	93	92	94	80
Female	93	94	94	94	94	94	94	94	93	92	88	87
Total	93	94	94	94	95	94	94	94	93	92	91	82
WA												
Male	91	92	91	93	93	93	93	94	93	93	86	..
Female	92	92	92	92	92	92	93	92	91	91	86	..
Total	91	92	92	92	92	92	93	93	92	92	86	..
SA												
Male	94	95	95	95	95	95	95	94	93	93	94	96
Female	94	95	94	95	95	95	95	94	92	92	96	93
Total	94	95	95	95	95	95	95	94	93	93	95	95
Tas												
Male	89	90	89	90	90	91	91	90	88	89	..	..
Female	89	89	90	91	90	89	88	86	85	83	..	..
Total	89	89	89	91	90	90	90	88	87	86	..	..

Table NEA.1.11 **Student attendance rates, Catholic schools, by sex, 2007 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	94	95	94	95	94	94	93	90	91	89	96	..
Female	94	94	94	94	93	93	93	90	89	87	95	..
Total	94	94	94	94	94	93	93	90	90	88	96	..
NT												
Male	90	89	89	89	89	90	88	89	90	90	..	..
Female	91	89	90	88	90	88	87	87	90	87	..	..
Total	90	89	89	89	89	89	87	88	90	89	..	..

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: MCEETYA (2008) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter*.

NEA Indicator 2:

The proportion of Indigenous and low SES children (1) enrolled in and (2) attending school

Table NEA.2.1 **Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2009**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous children										
Number of children aged 6–15 years enrolled in school (a)	no.	38 996	7 734	38 387	19 162	7 223	4 537	1 053	12 850	129 942
Total 6–15 year old population (b) (c)	no.	38 471	8 330	37 911	17 406	7 009	4 498	1 035	15 033	129 693
Proportion of 6–15 year old population enrolled in school	%	101.4	92.8	101.3	110.1	103.1	100.9	101.7	85.5	100.2
Non-Indigenous children										
Number of children aged 6–15 years enrolled in school (a) (d)	no.	841 550	653 913	541 098	269 189	188 742	60 802	44 789	18 674	2 618 757
Total 6–15 year old population (c) (e)	no.	858 655	658 262	549 194	273 946	190 206	60 914	40 985	19 192	2 651 354
Proportion of 6–15 year old population enrolled in school	%	98.0	99.3	98.5	98.3	99.2	99.8	109.3	97.3	98.8
All children										
Number of children aged 6–15 years enrolled in school (a)	no.	880 553	661 651	579 484	288 341	195 974	65 339	45 842	31 527	2 748 711
Total 6–15 year old population (c)	no.	897 126	666 592	587 105	291 352	197 215	65 412	42 020	34 225	2 781 047
Proportion of 6–15 year old population enrolled in school	%	98.2	99.3	98.7	99.0	99.4	99.9	109.1	92.1	98.8

(a) Includes children enrolled full-time or part-time in 2008. Jervis Bay enrolments are included with ACT, Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

(b) Data for the Indigenous population are projections based on final experimental estimates of the Indigenous population at 30 June 2006 derived from the 2006 Census. Quality issues associated with the identification of Indigenous status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. no. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Indigenous population, see explanatory notes in the publication Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021 (Cat. no. 3238.0).

(c) The Australia total is the sum of all state and territory estimates, "Other territories" are excluded. Jervis Bay and Norfolk Island are also excluded (from ACT and NSW).

(d) Non-Indigenous enrolments include those for whom Indigenous status is not known.

Table NEA.2.1 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2009

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) In the absence of population estimates by Indigenous status for inter-censal years, non-Indigenous population figures are calculated by subtracting projections of the Indigenous population from estimates of the total population.

Source: ABS (unpublished) Schools Australia 2009, Cat. no. 4221.0; ABS (unpublished) Population by age and sex, Australian states and territories, June 2009, Cat. no. 3201.0; ABS (unpublished) Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021, Cat. no. 3238.0.

Table NEA.2.2 **Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2008**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous children										
Number of children aged 6–15 years enrolled in school (a)	no.	37 640	7 456	37 214	19 158	7 034	4 233	998	13 189	126 922
Total 6–15 year old population (b) (c)	no.	38 873	8 369	37 816	17 474	6 985	4 579	1 050	14 873	130 061
Proportion of 6–15 year old population enrolled in school	%	96.8	89.1	98.4	109.6	100.7	92.4	95.0	88.7	97.6
Non-Indigenous children										
Number of children aged 6–15 years enrolled in school (a) (d)	no.	843 908	651 635	536 324	265 879	189 789	61 725	44 594	18 425	2 612 279
Total 6–15 year old population (c) (e)	no.	858 027	655 867	543 831	269 552	190 857	61 386	40 822	19 085	2 639 385
Proportion of 6–15 year old population enrolled in school	%	98.4	99.4	98.6	98.6	99.4	100.6	109.2	96.5	99.0
All children										
Number of children aged 6–15 years enrolled in school (a)	no.	881 548	659 091	573 538	285 037	196 823	65 958	45 592	31 614	2 739 201
Total 6–15 year old population (c)	no.	896 900	664 236	581 647	287 026	197 842	65 965	41 872	33 958	2 769 446
Proportion of 6–15 year old population enrolled in school	%	98.3	99.2	98.6	99.3	99.5	100.0	108.9	93.1	98.9

(a) Includes children enrolled full-time or part-time in 2009. Jervis Bay enrolments are included with ACT, Norfolk Island enrolments are included with NSW. Other territory enrolments are excluded.

(b) Data for the Indigenous population are projections based on final experimental estimates of the Indigenous population at 30 June 2006 derived from the 2006 Census. Quality issues associated with the identification of Indigenous status in both the National Schools Statistics Collection and population statistics can result in rates that exceed 100 per cent. See 'Collection of Indigenous Status of students' in Schools, Australia 2009 (Cat. no. 4221.0). For information on adjustments for Census undercount and the methods used to calculate projections of the Indigenous population, see explanatory notes in the publication Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021 (cat. no. 3238.0).

(c) The Australia total is the sum of all state and territory estimates, "Other territories" are excluded. Jervis Bay and Norfolk Island are also excluded (from ACT and NSW).

(d) Non-Indigenous enrolments include those for whom Indigenous status is not known.

Table NEA.2.2 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2008

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) In the absence of population estimates by Indigenous status for inter-censal years, non-Indigenous population figures are calculated by subtracting projections of the Indigenous population from estimates of the total population.

Source: ABS (unpublished) Schools Australia, 2008, Cat. no. 4221.0; ABS (unpublished) Population by age and sex, Australian states and territories, June 2008, Cat. no. 3201.0; ABS (unpublished) Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021, Cat. no. 3238.0.

Table NEA.2.3 Student attendance rates, government schools, by Indigenous status, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	89	89	89	89	88	85	80	78	80	88	75
Non-Indigenous	94	94	94	94	94	94	93	91	89	89	91	86
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	88	88	89	89	89	89	86	82	81	81	82	82
Non-Indigenous	93	94	94	94	94	94	93	91	90	90	89	89
Total	93	94	94	94	94	94	93	91	90	90	89	89
Qld												
Indigenous	86	86	87	87	87	87	87	82	78	76	89	94
Non-Indigenous	93	93	93	93	93	93	93	91	88	87	86	93
Total	92	92	93	93	93	93	92	90	88	86	86	93
WA												
Indigenous	80	80	81	82	82	81	82	74	67	64	na	na
Non-Indigenous	93	94	94	94	94	94	94	92	89	88	na	na
Total	92	93	93	93	93	93	93	90	88	86	na	na
SA												
Indigenous	81	81	82	83	83	83	82	77	71	69	80	71
Non-Indigenous	92	93	93	93	93	92	92	90	88	86	92	89
Total	92	92	92	92	92	92	92	89	87	85	92	89
Tas												
Indigenous	92	93	93	93	92	92	88	87	81	78	na	na
Non-Indigenous	94	94	95	95	95	94	92	90	88	87	na	na
Total	94	94	95	94	95	94	92	90	88	86	na	na

Table NEA.2.3 **Student attendance rates, government schools, by Indigenous status, 2009 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	87	90	88	90	89	86	79	80	74	75	na	na
Non-Indigenous	94	94	94	94	94	93	91	89	87	87	na	na
Total	94	94	94	94	93	93	91	88	87	87	na	na
NT												
Indigenous	71	73	74	75	76	75	72	67	66	67	78	85
Non-Indigenous	93	93	93	93	93	93	93	90	89	89	74	92
Total	82	83	84	85	86	85	83	80	80	81	78	92

(a) See data quality statement for detailed explanatory notes on data.

na Not available.

Source: ACARA (unpublished).

Table NEA.2.4 Student attendance rates, independent schools, by Indigenous status, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	88	93	91	89	91	91	90	84	80	82	91
Non-Indigenous	94	94	95	94	95	94	95	94	94	93	92	88
Total	94	94	95	94	95	94	95	94	93	93	92	88
Vic												
Indigenous	91	92	88	95	94	96	82	86	87	81	95	83
Non-Indigenous	93	94	95	94	94	94	95	94	93	93	94	89
Total	93	94	94	94	94	94	94	94	93	93	94	89
Qld												
Indigenous	83	83	85	83	88	84	88	86	86	81	81	76
Non-Indigenous	93	92	93	93	94	93	93	92	91	92	91	92
Total	93	92	93	93	94	93	93	92	91	91	91	91
WA												
Indigenous	80	83	78	85	81	81	84	82	83	79	62	40
Non-Indigenous	93	94	95	94	95	94	94	95	95	93	94	67
Total	93	94	94	94	95	94	94	94	94	93	88	58
SA												
Indigenous	87	84	86	84	88	88	87	85	77	78	98	75
Non-Indigenous	93	93	93	94	94	93	94	93	93	92	94	95
Total	93	93	93	94	94	93	94	93	93	92	94	95
Tas												
Indigenous	95	96	94	97	95	93	96	92	94	93	na	na
Non-Indigenous	94	95	95	96	94	95	96	94	94	94	78	93
Total	94	95	95	96	94	95	96	94	94	94	78	93

Table NEA.2.4 **Student attendance rates, independent schools, by Indigenous status, 2009 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	83	88	97	87	85	98	90	69	90	71	na	na
Non-Indigenous	93	95	94	94	95	93	95	94	94	94	na	na
Total	93	95	94	94	95	93	95	94	94	94	na	na
NT												
Indigenous	52	70	73	64	64	68	81	85	84	83	na	73
Non-Indigenous	92	92	93	94	94	94	93	91	93	92	na	na
Total	86	89	90	89	89	92	91	90	90	90	na	73

(a) See data quality statement for detailed explanatory notes on data.

na Not available.

Source: ACARA (unpublished).

Table NEA.2.5 Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	90	89	88	89	88	90	88	85	86	78	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	92	na
Total	94	94	95	94	95	94	94	93	93	92	91	na
Vic												
Indigenous	91	91	92	89	90	91	85	86	85	88	na	na
Non-Indigenous	93	93	94	93	94	93	94	93	92	91	na	na
Total	93	93	94	93	94	93	94	93	92	91	na	na
Qld												
Indigenous	89	89	89	88	90	92	87	89	88	88	94	69
Non-Indigenous	93	94	94	93	94	93	94	93	92	91	91	38
Total	93	93	94	93	94	93	94	93	92	91	91	63
WA												
Indigenous	72	78	69	76	78	73	73	85	80	79	52	—
Non-Indigenous	92	94	94	94	94	94	94	95	94	93	91	68
Total	91	93	93	93	93	94	93	94	94	93	85	68
SA												
Indigenous	92	95	94	92	91	91	91	86	90	90	95	na
Non-Indigenous	93	94	94	94	94	94	94	94	93	92	93	95
Total	93	94	94	94	94	94	94	94	93	92	93	95
Tas												
Indigenous	93	92	94	96	96	95	95	97	92	93	98	96
Non-Indigenous	95	95	96	95	95	94	95	94	93	93	97	94
Total	95	95	96	95	95	94	95	94	93	93	97	94

Table NEA.2.5 **Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	87	82	88	88	91	93	89	88	86	91	na	na
Non-Indigenous	94	93	94	93	94	94	93	91	91	90	na	na
Total	94	93	94	93	94	94	93	91	91	90	na	na
NT												
Indigenous	89	88	88	89	87	91	91	88	91	89	na	na
Non-Indigenous	63	64	70	69	71	65	75	67	71	69	na	na
Total	77	76	81	81	81	80	85	80	83	81	na	na

(a) See data quality statement for detailed explanatory notes on data.

na Not available. – Nil or rounded to zero.

Source: ACARA (unpublished).

Table NEA.2.6 Student attendance rates, government schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	89	89	89	89	89	84	81	78	81	87	76
Non-Indigenous	94	94	95	94	94	94	93	91	90	89	92	85
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	88	89	89	89	89	89	86	85	82	82	83	83
Non-Indigenous	94	94	94	94	94	94	94	91	90	90	90	90
Total	94	94	94	94	94	94	93	91	90	90	89	89
Qld												
Indigenous	85	87	87	87	88	88	87	82	78	76	70	95
Non-Indigenous	93	94	94	94	94	94	93	91	88	87	89	91
Total	92	93	93	93	93	93	93	90	88	86	86	92
WA												
Indigenous	78	81	80	82	82	81	81	74	68	64	na	na
Non-Indigenous	93	94	94	94	94	94	94	92	90	87	na	na
Total	92	92	93	93	93	93	93	90	88	86	na	na
SA												
Indigenous	80	83	84	83	84	83	83	77	70	70	81	69
Non-Indigenous	93	93	94	94	93	93	93	91	88	86	93	90
Total	92	93	93	93	93	93	92	90	87	86	92	89
Tas												
Indigenous	93	94	93	93	93	92	90	86	83	81	na	na
Non-Indigenous	94	95	95	95	95	95	93	91	89	88	na	na
Total	94	95	95	95	95	95	93	91	89	87	na	na

Table NEA.2.6 **Student attendance rates, government schools, by Indigenous status, 2008 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	87	90	90	90	88	90	85	79	76	80	na	na
Non-Indigenous	94	94	94	94	94	93	91	89	88	87	na	na
Total	93	94	94	94	94	93	91	89	88	87	na	na
NT												
Indigenous	70	73	73	74	74	74	73	70	70	69	81	52
Non-Indigenous	92	93	93	93	93	93	92	91	90	89	83	93
Total	82	83	84	85	84	85	82	81	81	82	81	86

(a) See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) *2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter*.

Table NEA.2.7 Student attendance rates, independent schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	91	91	92	91	93	94	92	88	84	76	88	98
Non-Indigenous	95	95	95	95	95	95	95	94	94	93	95	91
Total	95	94	95	95	95	95	95	94	94	93	95	91
Vic												
Indigenous	91	93	93	86	95	91	85	93	89	87	100	79
Non-Indigenous	94	94	95	94	94	94	94	94	93	93	90	82
Total	93	94	95	94	94	94	94	94	93	93	91	82
Qld												
Indigenous	83	86	86	87	88	89	88	89	85	84	92	81
Non-Indigenous	94	93	93	94	94	94	94	94	93	93	97	92
Total	93	93	93	93	94	94	93	93	93	92	96	92
WA												
Indigenous	74	75	75	76	85	83	80	85	85	81	na	na
Non-Indigenous	94	94	95	94	94	94	95	95	94	93	na	na
Total	93	93	94	94	94	94	95	94	93	93	na	na
SA												
Indigenous	88	89	88	86	91	94	82	88	84	89	98	79
Non-Indigenous	93	94	95	95	95	95	94	94	94	93	92	96
Total	93	94	95	95	95	95	94	94	94	93	92	96
Tas												
Indigenous	94	95	97	92	94	95	95	91	91	90	na	na
Non-Indigenous	92	92	93	93	94	94	94	93	93	93	na	na
Total	92	92	94	93	94	94	94	93	93	93	na	na

Table NEA.2.7 **Student attendance rates, independent schools, by Indigenous status, 2008 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	89	95	91	90	86	80	93	75	86	na	na
Non-Indigenous	95	94	94	94	95	94	93	95	94	94	na	na
Total	95	94	94	94	95	94	93	95	94	94	na	na
NT												
Indigenous	64	71	77	73	67	71	84	84	75	82	na	66
Non-Indigenous	92	94	96	96	95	94	92	92	91	91	na	na
Total	88	91	93	93	92	91	91	90	87	89	na	66

(a) See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) *2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter*.

Table NEA.2.8 Student attendance rates, Catholic schools, by Indigenous status, 2008 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	89	90	90	90	90	91	91	87	87	85	90	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	95	na
Total	94	94	95	94	95	94	94	93	93	92	95	na
Vic												
Indigenous	89	90	90	88	88	87	88	84	79	84	na	na
Non-Indigenous	92	93	93	93	93	93	94	92	92	91	na	na
Total	92	93	93	93	93	93	94	92	92	91	na	na
Qld												
Indigenous	87	89	87	88	88	88	89	90	88	84	96	81
Non-Indigenous	93	94	94	95	95	95	94	93	93	91	88	46
Total	93	94	94	95	95	95	94	93	93	91	89	66
WA												
Indigenous	73	71	77	75	76	76	81	77	79	76	na	na
Non-Indigenous	92	92	93	93	94	92	94	94	92	93	na	na
Total	91	91	92	92	93	91	93	93	92	92	na	na
SA												
Indigenous	89	95	92	89	88	90	92	82	89	85	na	45
Non-Indigenous	94	94	95	94	95	94	94	94	92	92	93	88
Total	94	94	95	94	95	94	94	94	92	92	93	88
Tas												
Indigenous	91	94	94	92	93	93	96	92	94	87	na	na
Non-Indigenous	93	93	94	94	93	94	94	93	92	91	na	na
Total	93	93	94	94	93	94	94	93	92	91	na	na

Table NEA.2.8 **Student attendance rates, Catholic schools, by Indigenous status, 2008 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	92	92	87	88	91	87	92	86	87	88	na	na
Non-Indigenous	94	93	94	93	93	92	93	92	90	89	na	na
Total	94	93	94	93	93	92	93	91	90	89	na	na
NT												
Indigenous	67	72	72	75	77	71	72	69	71	69	na	na
Non-Indigenous	91	91	90	91	90	90	90	89	89	88	na	na
Total	82	84	84	86	86	85	85	82	84	83	na	na

(a) See source for detailed explanatory notes on data.

na Not available.

Source: MCEECDYA (2009) *2008 National Report on Schooling in Australia: Additional statistics on Australian schooling chapter*.

Table NEA.2.9 Student attendance rates, government schools, by Indigenous status, 2007 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	88	89	89	89	89	89	84	81	78	81	85	76
Non-Indigenous	94	94	95	95	94	94	93	91	90	89	92	86
Total	94	94	94	94	94	94	92	90	89	89	91	84
Vic												
Indigenous	89	89	90	90	90	89	87	85	81	83	84	84
Non-Indigenous	94	95	95	95	95	95	94	92	91	91	90	90
Total	94	95	95	95	95	94	94	92	91	91	90	90
Qld												
Indigenous	87	87	87	88	88	88	87	84	80	78	84	94
Non-Indigenous	94	94	94	94	94	94	94	92	89	88	90	88
Total	94	94	94	94	94	93	93	91	88	87	89	90
WA												
Indigenous	78	80	82	82	82	83	82	75	68	64	..	..
Non-Indigenous	93	94	94	94	94	94	94	92	90	88	..	96
Total	92	93	93	93	93	93	93	91	88	86	..	96
SA												
Indigenous	83	85	86	85	86	84	84	78	74	75	81	74
Non-Indigenous	93	94	94	94	93	93	93	91	89	87	93	91
Total	93	93	93	93	93	93	92	90	88	87	93	90
Tas												
Indigenous	94	94	94	94	93	93	91	88	85	83	..	..
Non-Indigenous	95	95	96	96	95	95	94	92	90	88	..	..
Total	95	95	95	95	95	95	94	91	89	88	..	..

Table NEA.2.9 **Student attendance rates, government schools, by Indigenous status, 2007 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	88	88	89	88	87	86	85	81	81	..	..
Non-Indigenous	94	94	94	94	94	92	92	90	88	88	..	..
Total	93	94	94	94	94	92	91	90	88	88	..	..
NT												
Indigenous	71	72	73	75	75	75	75	75	71	69	74	69
Non-Indigenous	91	93	93	93	93	93	92	92	89	88	..	95
Total	82	83	84	85	85	85	85	84	82	81	75	87

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: MCEETYA (2008) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter*.

Table NEA.2.10 **Student attendance rates, independent schools, by Indigenous status, 2007 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	92	87	93	90	92	93	88	87	89	80	95	100
Non-Indigenous	94	94	94	94	94	94	94	93	93	92	94	92
Total	94	94	94	94	94	94	94	93	93	92	94	92
Vic												
Indigenous	78	93	83	82	79	96	84	69	85	67	..	53
Non-Indigenous	94	94	94	94	94	94	95	94	94	94	79	80
Total	94	94	94	94	94	94	95	94	94	94	79	79
Qld												
Indigenous	87	79	86	82	82	81	82	84	77	72	81	71
Non-Indigenous	93	93	94	93	94	94	93	92	92	92	94	81
Total	93	93	94	93	93	93	93	92	91	91	94	79
WA												
Indigenous	67	75	71	74	72	72	78	83	75	72	..	33
Non-Indigenous	94	94	94	94	95	94	95	94	94	94	94	48
Total	93	93	93	93	94	94	94	94	94	94	94	44
SA												
Indigenous	86	83	88	93	89	91	83	86	90	87	75	100
Non-Indigenous	93	95	95	95	94	94	94	94	93	92	95	95
Total	93	95	94	95	94	94	94	94	93	92	95	95
Tas												
Indigenous	98	97	95	88	91	97	88	94	90	99	..	65
Non-Indigenous	94	95	95	95	95	95	95	94	95	93	96	99
Total	94	95	95	95	95	95	95	94	95	93	96	99

Table NEA.2.10 **Student attendance rates, independent schools, by Indigenous status, 2007 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	88	95	98	99	80	78	86	62	93	..	..
Non-Indigenous	94	95	95	94	95	95	94	93	92	91	..	..
Total	94	95	95	94	95	94	94	93	92	91	..	..
NT												
Indigenous	76	75	76	79	82	86	94	91	84	84	..	63
Non-Indigenous	93	95	92	94	92	93	95	94	94	93	95	..
Total	90	92	90	93	91	92	95	94	91	91	95	63

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: MCEETYA (2008) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter*.

Table NEA.2.11 Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	88	88	89	90	89	89	88	86	85	85	89	..
Non-Indigenous	94	94	94	94	95	94	94	93	93	93	94	55
Total	94	94	94	94	94	94	94	93	93	92	94	55
Vic												
Indigenous	88	78	88	85	83	83	77	81	82	76	65	76
Non-Indigenous	93	93	93	94	93	93	94	93	92	91	87	68
Total	93	93	93	93	93	93	94	93	92	91	87	68
Qld												
Indigenous	86	89	88	87	88	87	90	89	86	83	100	60
Non-Indigenous	94	94	94	94	95	94	94	94	93	92	91	90
Total	93	94	94	94	95	94	94	94	93	92	91	82
WA												
Indigenous	76	79	75	80	77	78	76	82	83	83	..	..
Non-Indigenous	92	92	92	93	93	93	93	93	92	92	92	..
Total	91	92	92	92	92	92	93	93	92	92	86	..
SA												
Indigenous	92	92	93	91	95	93	92	85	85	89	..	..
Non-Indigenous	94	95	95	95	95	95	95	94	93	93	95	95
Total	94	95	95	95	95	95	95	94	93	93	95	95
Tas												
Indigenous	85	91	88	90	96	93	92	93	89	88	..	..
Non-Indigenous	89	89	89	91	90	90	89	88	87	86	..	..
Total	89	89	89	91	90	90	90	88	87	86	..	..

Table NEA.2.11 **Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	90	94	92	84	77	94	91	94	91	87	..	..
Non-Indigenous	94	94	94	94	94	93	93	90	90	88	96	..
Total	94	94	94	94	94	93	93	90	90	88	96	..
NT												
Indigenous	85	84	84	85	85	87	79	86	89	83	..	..
Non-Indigenous	91	89	91	89	90	89	89	89	90	90	..	..
Total	90	89	89	89	89	89	87	88	90	89	..	..

(a) See source for detailed explanatory notes on data.

.. Not applicable.

Source: MCEETYA (2008) *2007 National Report on Schooling in Australia: Participation, attainment and attendance chapter*.

NEA Indicator 3:

The proportion of Indigenous students completing year 10

Table NEA.3.1

Table NEA.3.1 Proportion of 15–19 year old population having completed year 10 or above, by Indigenous status, 2006

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
Indigenous population										
15–19 year old population who have completed year 10 or above (b)	no.	9 146	1 931	9 579	4 173	1 781	1 329	278	1 853	30 081
Total 15–19 year old population (c)	no.	13 081	2 748	11 741	5 300	2 414	1 791	381	4 190	41 668
Proportion of 15–19 year old population who have completed year 10 or above	%	69.9	70.3	81.6	78.7	73.8	74.2	73.0	44.2	72.2
Non-Indigenous population										
15–19 year old population who have completed year 10 or above (b)	no.	303 715	231 343	200 831	107 252	73 144	20 938	16 739	5 827	959 866
Total 15–19 year old population (c)	no.	373 962	292 448	227 757	117 996	87 487	27 136	21 011	7 058	1 154 936
Proportion of 15–19 year old population who have completed year 10 or above	%	81.2	79.1	88.2	90.9	83.6	77.2	79.7	82.6	83.1
Total population (d)										
15–19 year old population who have completed year 10 or above (b)	no.	317 484	236 663	212 751	112 797	75 772	22 585	17 192	7 760	1 003 092
Total 15–19 year old population (c)	no.	392 586	299 363	242 146	124 796	90 922	29 325	21 612	11 353	1 212 209
Proportion of 15–19 year old population who have completed year 10 or above	%	80.9	79.1	87.9	90.4	83.3	77.0	79.5	68.4	82.7

(a) Australia includes 'Other Territories'.

(b) Persons aged 15–19 years who have identified as having attained year 10 or above (includes Certificate I/II nfd, but excludes Certificate I, Certificate nfd and persons whose level of non-school qualification could not be determined).

(c) Total population of all persons aged 15–19 years, excluding persons whose highest year of school completed was not stated.

(d) 'Total population' includes those for whom Indigenous status is unknown.

Source: ABS (unpublished) 2006 Census of Population and Housing.

Table NEA.3.2 **Apparent retention rates for students in years 7/8 to year 10, by Indigenous status, 2009 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students										
Government schools	%	84.1	80.3	94.1	90.6	93.2	105.5	91.5	75.3	88.5
Non-Government schools	%	113.8	81.0	115.1	94.4	135.3	122.4	117.6	74.2	103.4
All schools	%	87.6	80.4	97.8	91.2	98.0	107.3	97.4	75.0	90.9
Non-Indigenous students (b)										
Government schools	%	97.2	99.7	102.8	104.8	102.9	98.2	98.8	111.9	100.3
Non-Government schools	%	98.3	101.0	99.8	101.4	103.1	101.1	100.0	75.5	99.9
All schools	%	97.6	100.2	101.7	103.3	103.0	99.2	99.3	97.1	100.1
All students										
Government schools	%	96.5	99.4	102.1	103.5	102.5	98.9	98.6	95.1	99.6
Non-Government schools	%	98.5	100.9	100.3	101.2	103.4	101.6	100.1	75.1	100.0
All schools	%	97.2	100.0	101.4	102.5	102.8	99.7	99.3	88.0	99.8

(a) The apparent retention rate to year 10 is the ratio of the 2009 Year 10 student population to the population of students in the year those students would have been expected to have commenced secondary school (for example, the population of year 7 students in 2006 for NSW, Vic, Tas and ACT; and the population of year 8 students in 2007 for Qld, SA, WA and NT).

(b) Students for whom Indigenous status is 'not stated' are included in the figures for 'Non-Indigenous students'.

Source: ABS (unpublished) Schools Australia, 2009.

Table NEA.3.3 **Apparent retention rates for students in years 7/8 to year 10, by Indigenous status, 2008 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students										
Government schools	%	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
Non-Government schools	%	116.3	119.8	113.1	95.2	95.1	106.6	104.2	76.8	103.6
All schools	%	85.1	81.7	97.3	94.5	95.6	103.5	78.4	71.9	89.8
Non-Indigenous students (b)										
Government schools	%	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
Non-Government schools	%	98.4	101.0	102.6	103.0	103.1	101.3	98.8	84.3	100.7
All schools	%	97.8	99.0	102.1	102.9	101.8	100.1	99.3	96.3	99.9
All students										
Government schools	%	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
Non-Government schools	%	98.5	101.0	102.9	102.8	103.0	101.5	98.9	81.7	100.7
All schools	%	97.3	98.8	101.8	102.3	101.6	100.4	98.9	86.3	99.4

(a) The apparent retention rate to year 10 is a measure of the 2008 Year 10 student cohort as a proportion of the same cohort that commenced secondary school in either 2005 (NSW, Vic, Tas, ACT) or 2006 (Qld, SA, WA, NT).

(b) Students for whom Indigenous status is 'not stated' are not included in the figures for 'Non-Indigenous students'. However, these students are included in the figures for 'All students'.

Source: ABS (unpublished) Schools Australia, 2008.

NEA Indicators 4 and 5:

**4. Literacy and numeracy
achievement of year 3, 5, 7 and 9
students in national testing**

**5. Literacy and numeracy
achievement of year 3, 5, 7 and 9
Indigenous and low SES
students in national testing**

Table NEA.4.1 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	88.8	89.0	80.5	76.4	83.5	86.4	84.1	..	83.8
Provincial	%	84.3	85.8	80.7	75.7	75.2	87.5	np	68.4	81.5
Remote	%	75.4	np	62.6	55.0	np	np	..	48.7	58.4
Very remote	%	71.9	..	61.7	51.3	57.0	np	..	24.6	43.4
Total	%	85.8	87.2	77.1	66.3	77.6	87.0	83.5	39.9	75.1
Non-Indigenous students										
Metropolitan	%	96.2	95.9	93.5	93.7	94.5	93.6	95.1	..	95.2
Provincial	%	95.5	95.4	92.2	92.6	93.6	93.7	np	88.8	94.1
Remote	%	93.8	98.9	92.3	92.2	92.2	90.2	..	92.4	92.5
Very remote	%	98.6	..	87.5	91.0	97.0	93.9	..	93.6	91.0
Total	%	96.0	95.8	93.1	93.4	94.2	93.6	95.1	89.9	94.8
All students										
Metropolitan	%	96.0	95.4	93.0	92.9	94.2	93.4	94.8	..	94.7
Provincial	%	94.4	94.7	91.2	90.8	92.7	93.4	np	85.1	93.0
Remote	%	87.9	98.9	85.8	83.5	91.6	90.5	..	71.7	83.9
Very remote	%	86.8	..	73.6	68.0	76.7	93.7	..	35.2	61.1
Total	%	95.6	95.2	92.0	91.1	93.6	93.3	94.7	68.5	93.7
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.2	4.2	2.8	3.9	4.6	7.2	8.2	..	1.5
Provincial	±	2.3	4.2	3.2	6.3	7.4	4.5	np	7.2	1.6
Remote	±	7.7	np	10.9	9.7	np	np	..	16.5	7.2
Very remote	±	23.2	..	10.0	6.5	16.5	np	..	6.7	5.6
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.1 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.3	0.4	0.5	0.7	0.9	1.8	1.5	..	0.2
Provincial	±	0.4	0.6	0.8	1.1	1.2	1.1	np	3.0	0.3
Remote	±	3.1	3.3	2.9	2.4	4.0	15.4	..	3.1	1.3
Very remote	±	3.6	..	6.5	4.4	3.7	7.2	..	3.5	3.2
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.3	0.4	0.6	0.8	0.9	1.7	1.6	..	0.2
Provincial	±	0.5	0.7	0.9	1.4	1.3	1.2	np	3.5	0.4
Remote	±	4.2	3.2	5.5	4.3	4.2	10.9	..	13.0	3.1
Very remote	±	14.3	..	6.8	7.1	13.2	9.0	..	12.2	5.5
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.2 Proportion of year 3 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	92.3	90.2	84.1	83.7	86.7	91.9	87.1	..	87.7
Provincial	%	90.2	91.2	83.4	84.5	80.4	94.7	np	81.7	87.3
Remote	%	87.9	np	63.7	67.3	np	np	..	53.3	65.3
Very remote	%	72.9	..	65.7	56.1	60.0	np	..	27.4	47.0
Total	%	90.8	90.7	80.2	74.1	81.7	93.6	88.2	45.4	79.9
Non-Indigenous students										
Metropolitan	%	97.5	96.9	95.1	96.9	96.6	96.9	96.1	..	96.7
Provincial	%	97.4	96.7	94.4	97.0	96.3	96.3	np	95.1	96.3
Remote	%	97.3	100.0	94.9	96.7	96.9	92.5	..	95.2	96.1
Very remote	%	99.6	..	91.5	95.8	97.2	99.4	..	96.4	94.7
Total	%	97.5	96.9	94.8	96.9	96.5	96.5	96.1	95.2	96.6
All students										
Metropolitan	%	97.4	96.4	94.6	96.3	96.3	96.8	95.9	..	96.3
Provincial	%	96.7	96.1	93.5	95.7	95.5	96.3	np	92.7	95.5
Remote	%	94.4	99.3	88.0	90.1	96.5	94.4	..	75.5	88.6
Very remote	%	88.3	..	77.6	72.9	79.3	99.4	..	38.1	64.9
Total	%	97.2	96.3	93.9	95.1	96.0	96.5	95.9	74.0	95.7
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.1	4.1	2.4	4.1	4.6	4.2	8.4	..	1.6
Provincial	±	1.9	3.1	3.0	4.7	7.9	3.4	np	7.1	1.3
Remote	±	6.1	np	15.6	11.2	np	np	..	18.4	8.9
Very remote	±	18.5	..	9.3	7.5	17.2	np	..	6.2	5.5
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.2 Proportion of year 3 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.2	0.4	0.5	0.5	0.7	1.1	1.4	..	0.2
Provincial	±	0.4	0.5	0.7	0.9	0.8	0.9	np	2.5	0.3
Remote	±	2.3	0.0	2.2	1.5	2.0	10.2	..	2.1	0.9
Very remote	±	2.2	..	5.9	2.8	4.5	3.2	..	3.0	2.4
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.2	0.4	0.5	0.6	0.7	1.0	1.5	..	0.2
Provincial	±	0.4	0.6	0.7	0.9	1.0	0.8	np	2.8	0.3
Remote	±	2.8	3.2	5.9	3.8	2.2	8.1	..	13.4	3.1
Very remote	±	12.0	..	7.1	7.3	12.2	3.0	..	11.6	5.6
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.3 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	87.2	90.4	79.6	79.4	78.3	86.8	83.4	..	83.0
Provincial	%	82.8	88.5	77.1	78.5	68.2	88.3	np	74.4	80.5
Remote	%	71.7	np	58.8	61.0	np	np	..	49.5	58.7
Very remote	%	70.5	..	52.5	50.6	47.8	np	..	23.8	40.1
Total	%	84.1	89.4	74.0	68.8	71.5	87.7	83.3	41.0	74.0
Non-Indigenous students										
Metropolitan	%	96.2	96.1	94.1	94.7	93.8	94.1	95.1	..	95.4
Provincial	%	95.4	96.1	92.6	94.1	93.0	94.5	np	91.5	94.5
Remote	%	95.3	97.0	94.1	93.7	92.4	93.3	..	94.1	93.8
Very remote	%	96.5	..	87.2	92.4	94.2	100.0	..	96.4	91.5
Total	%	96.0	96.1	93.6	94.5	93.5	94.4	95.1	92.4	95.2
All students										
Metropolitan	%	96.0	95.6	93.4	93.9	93.4	93.8	94.8	..	94.9
Provincial	%	94.2	95.5	91.3	92.4	91.7	94.0	np	88.3	93.4
Remote	%	87.7	97.0	86.3	85.8	91.8	93.2	..	73.2	85.1
Very remote	%	84.9	..	68.6	67.7	70.5	100.0	..	35.1	59.2
Total	%	95.5	95.6	92.3	92.3	92.7	93.9	94.8	70.4	94.0
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.4	3.9	3.3	4.2	5.4	7.6	8.5	..	1.5
Provincial	±	2.1	4.0	3.7	4.8	8.4	4.1	np	6.7	1.5
Remote	±	9.5	np	11.2	8.7	np	np	..	17.5	7.7
Very remote	±	17.4	..	6.3	6.3	15.5	np	..	6.5	4.9
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.3 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.3	0.4	0.5	0.7	1.0	1.9	1.5	np	0.2
Provincial	±	0.5	0.5	0.7	1.0	1.2	1.1	np	2.7	0.3
Remote	±	3.4	5.8	2.5	2.4	3.7	10.2	..	3.1	1.3
Very remote	±	6.1	..	6.8	4.4	5.7	–	..	3.9	3.1
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.3	0.5	0.6	0.7	1.0	1.8	1.6	..	0.2
Provincial	±	0.6	0.6	0.9	1.2	1.4	1.2	np	3.1	0.3
Remote	±	4.8	5.7	5.6	4.1	4.0	8.0	..	13.4	3.2
Very remote	±	13.8	..	6.8	7.2	13.9	–	..	12.6	5.6
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable. – Nil or rounded to zero.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.4 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	82.8	86.1	72.0	67.2	77.3	78.3	77.3	..	76.7
Provincial	%	76.4	83.7	71.2	62.4	65.4	80.2	np	68.1	73.8
Remote	%	56.4	np	44.9	55.2	61.5	np	..	35.3	47.3
Very remote	%	42.2	..	36.8	34.3	30.1	np	..	12.0	26.4
Total	%	77.9	84.8	65.7	56.2	67.7	79.0	77.4	31.0	66.7
Non-Indigenous students										
Metropolitan	%	94.5	94.9	91.2	92.3	92.1	93.1	94.5	..	93.5
Provincial	%	93.9	94.0	89.4	90.5	91.2	90.9	np	88.8	92.2
Remote	%	91.8	94.2	87.2	90.7	91.9	88.3	..	89.2	89.9
Very remote	%	89.4	..	86.0	88.8	85.2	np	..	93.7	88.0
Total	%	94.3	94.6	90.6	91.8	91.9	91.8	94.4	89.1	93.1
All students										
Metropolitan	%	94.2	94.5	90.3	91.1	91.8	91.5	94.0	..	93.0
Provincial	%	92.3	93.5	87.9	87.9	90.0	89.5	np	84.9	90.7
Remote	%	79.4	94.2	77.9	82.2	90.1	82.9	..	64.5	79.5
Very remote	%	70.4	..	59.3	56.3	58.6	np	..	21.9	49.1
Total	%	93.7	94.2	88.9	88.9	91.0	90.3	94.0	65.4	91.7
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.2	4.1	3.5	5.2	5.5	7.6	9.4	..	1.8
Provincial	±	2.8	4.4	4.2	5.9	8.0	5.2	np	6.6	1.8
Remote	±	11.8	np	13.1	8.9	25.4	np	..	11.6	6.1
Very remote	±	22.8	..	9.4	6.6	18.5	np	..	4.2	4.2
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.4 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.4	0.4	0.7	0.8	1.0	1.9	1.4	..	0.3
Provincial	±	0.5	0.6	0.8	1.3	1.3	1.7	np	2.7	0.3
Remote	±	3.6	8.4	2.6	2.2	2.8	13.0	..	4.8	1.5
Very remote	±	9.4	..	7.6	4.1	7.2	np	..	5.6	3.7
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.4	0.5	0.8	0.9	1.0	2.3	1.4	..	0.3
Provincial	±	0.7	0.6	1.0	1.6	1.4	1.8	np	3.3	0.4
Remote	±	8.2	8.4	6.1	4.1	3.6	17.4	..	11.6	3.1
Very remote	±	20.9	..	9.7	9.2	14.9	np	..	11.3	5.9
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.5 Proportion of year 5 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	86.8	86.4	74.9	72.4	81.0	86.0	80.2	..	80.3
Provincial	%	79.0	82.1	73.2	70.0	74.2	84.6	np	70.4	76.6
Remote	%	65.0	np	50.4	61.8	66.0	np	..	40.8	53.5
Very remote	%	53.5	..	43.9	38.6	37.3	np	..	10.5	29.5
Total	%	81.5	84.1	68.9	62.0	73.4	84.5	79.4	32.1	70.1
Non-Indigenous students										
Metropolitan	%	96.0	95.5	92.2	94.5	94.4	93.6	94.3	..	94.8
Provincial	%	94.5	94.0	90.0	93.6	92.2	91.4	np	90.2	92.9
Remote	%	95.6	99.6	89.4	93.1	94.9	96.1	..	88.1	92.3
Very remote	%	93.8	..	89.8	92.1	87.4	np	..	94.2	91.2
Total	%	95.6	95.1	91.5	94.3	93.9	92.4	94.3	89.9	94.2
All students										
Metropolitan	%	95.7	95.1	91.4	93.5	94.1	92.9	93.9	..	94.3
Provincial	%	93.0	93.5	88.6	91.5	91.4	90.3	np	86.4	91.6
Remote	%	84.9	99.6	80.8	86.0	93.2	89.2	..	66.2	82.8
Very remote	%	77.5	..	64.8	60.2	63.2	np	..	20.6	52.3
Total	%	95.0	94.7	90.0	91.7	93.1	91.4	93.9	66.2	93.0
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.0	4.1	3.6	5.3	4.8	7.6	9.2	..	1.6
Provincial	±	2.8	5.1	4.0	6.4	8.3	4.9	np	6.5	1.8
Remote	±	11.3	np	15.4	10.9	26.3	np	..	13.9	7.7
Very remote	±	27.2	..	10.9	7.8	22.9	np	..	3.6	5.1
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.5 Proportion of year 5 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.3	0.4	0.6	0.7	0.8	2.0	1.3	..	0.2
Provincial	±	0.5	0.6	0.8	1.0	1.3	1.5	np	2.6	0.3
Remote	±	3.4	2.5	2.6	2.2	2.6	6.0	..	5.4	1.4
Very remote	±	6.0	..	6.2	4.4	11.0	np	..	5.3	3.2
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.3	0.4	0.7	0.7	0.8	1.9	1.3	..	0.2
Provincial	±	0.7	0.6	0.9	1.3	1.4	1.6	np	3.3	0.4
Remote	±	6.7	2.5	6.2	4.3	4.1	7.9	..	11.9	3.1
Very remote	±	18.4	..	9.9	9.4	20.1	np	..	11.6	6.2
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.6 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	87.3	88.1	79.9	79.2	82.0	82.4	83.1	..	83.2
Provincial	%	80.4	85.8	78.5	74.1	69.4	87.9	np	81.0	79.8
Remote	%	66.8	np	52.7	61.5	66.5	np	..	50.7	57.3
Very remote	%	57.0	..	49.8	47.1	47.2	np	..	26.8	40.3
Total	%	82.5	86.9	73.9	67.4	73.5	85.7	83.6	45.5	74.2
Non-Indigenous students										
Metropolitan	%	96.3	96.0	94.5	95.3	94.1	95.1	95.8	..	95.6
Provincial	%	95.5	95.3	93.0	94.2	93.9	93.3	np	92.8	94.5
Remote	%	95.3	97.5	91.4	94.2	94.7	95.7	..	92.0	93.5
Very remote	%	92.4	..	90.4	94.6	91.7	np	..	97.0	92.8
Total	%	96.1	95.9	94.0	95.0	94.1	94.1	95.8	92.9	95.3
All students										
Metropolitan	%	96.1	95.7	93.8	94.5	93.8	93.8	95.5	..	95.2
Provincial	%	94.1	94.9	91.8	92.3	92.7	92.8	np	90.6	93.4
Remote	%	85.3	97.5	82.9	86.5	93.0	90.6	..	73.1	84.6
Very remote	%	78.1	..	68.3	65.7	71.0	np	..	35.3	59.5
Total	%	95.5	95.5	92.6	92.8	93.3	93.2	95.5	73.5	94.2
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.1	4.2	3.0	3.8	5.4	8.3	9.6	..	1.5
Provincial	±	3.5	4.2	3.8	5.5	7.6	4.1	np	5.6	2.0
Remote	±	11.3	np	12.2	8.2	18.7	np	..	15.0	6.5
Very remote	±	26.0	..	10.3	7.5	18.7	np	..	6.6	4.9
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.6 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.3	0.4	0.5	0.7	0.9	1.8	1.2	..	0.2
Provincial	±	0.5	0.5	0.7	1.1	1.2	1.6	np	2.2	0.3
Remote	±	3.5	5.4	2.2	2.1	2.3	6.9	..	4.1	1.2
Very remote	±	5.9	..	6.1	2.8	5.5	np	..	4.0	3.1
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.3	0.4	0.6	0.7	0.9	1.9	1.2	..	0.2
Provincial	±	0.7	0.6	0.9	1.3	1.3	1.5	np	2.5	0.4
Remote	±	6.9	5.4	5.5	4.1	3.1	11.6	..	11.4	2.8
Very remote	±	17.1	..	8.9	8.7	14.1	np	..	11.2	5.6
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.7 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	85.5	87.7	80.4	80.1	77.1	81.8	86.5	..	82.8
Provincial	%	78.9	81.4	78.0	68.9	74.9	82.8	np	68.7	77.7
Remote	%	65.4	np	58.0	63.3	83.5	np	..	37.9	54.1
Very remote	%	np	..	46.8	39.7	32.2	np	..	15.0	32.3
Total	%	81.2	84.4	74.0	65.2	71.5	82.4	86.5	36.4	73.2
Non-Indigenous students										
Metropolitan	%	95.7	95.9	94.6	94.5	94.8	94.5	95.8	..	95.4
Provincial	%	94.8	94.8	93.5	93.4	93.6	93.0	np	91.5	94.2
Remote	%	91.9	93.0	91.1	94.5	93.5	91.3	..	95.4	93.1
Very remote	%	96.3	..	88.1	94.7	89.5	np	..	92.2	90.7
Total	%	95.4	95.7	94.2	94.3	94.4	93.6	95.8	92.4	95.0
All students										
Metropolitan	%	95.4	95.7	93.9	93.9	94.4	93.2	95.5	..	95.0
Provincial	%	93.3	94.3	92.3	91.3	92.7	92.1	np	87.5	92.9
Remote	%	81.5	93.1	82.7	87.2	93.0	88.1	..	68.7	83.1
Very remote	%	69.7	..	65.1	60.5	60.7	92.7	..	27.8	53.9
Total	%	94.8	95.4	92.9	92.1	93.6	92.6	95.5	70.9	94.0
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.5	4.5	2.8	5.5	4.8	8.1	9.7	..	1.5
Provincial	±	2.5	4.3	4.1	6.4	9.1	5.5	np	10.9	1.9
Remote	±	15.5	np	9.4	11.5	16.3	np	..	16.0	7.6
Very remote	±	np	..	8.9	7.9	19.0	np	..	5.7	5.3
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.7 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.5	0.6	0.5	0.8	0.9	2.1	1.5	..	0.3
Provincial	±	0.7	0.8	0.7	1.5	1.2	1.7	np	4.9	0.4
Remote	±	5.3	8.0	2.2	2.4	2.6	3.0	..	1.9	1.2
Very remote	±	8.4	..	4.5	4.7	8.6	np	..	8.1	3.1
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.5	0.6	0.6	0.9	0.9	2.6	1.6	..	0.3
Provincial	±	0.8	0.9	0.8	1.6	1.4	1.9	np	5.0	0.4
Remote	±	10.8	7.8	5.0	4.3	2.6	4.1	..	16.7	3.6
Very remote	±	27.6	..	8.4	8.9	20.2	9.8	..	13.2	6.1
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.8 Proportion of year 7 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	81.6	82.3	78.2	78.2	78.2	75.9	76.0	..	79.7
Provincial	%	74.8	78.1	74.6	70.3	76.0	77.4	np	64.1	74.3
Remote	%	59.2	np	56.0	56.4	89.4	np	..	31.9	49.5
Very remote	%	np	..	48.1	34.0	34.9	np	..	9.0	29.5
Total	%	77.2	80.1	71.8	62.5	73.0	76.5	76.0	30.8	69.9
Non-Indigenous students										
Metropolitan	%	95.0	94.6	93.3	93.7	94.6	90.5	93.6	..	94.3
Provincial	%	92.7	92.3	91.4	93.0	92.2	88.9	np	88.4	92.0
Remote	%	90.2	90.2	89.1	92.7	92.8	91.3	..	90.4	91.1
Very remote	%	86.9	..	89.0	93.3	86.5	np	..	94.0	90.2
Total	%	94.4	94.0	92.7	93.5	93.9	89.6	93.6	89.2	93.7
All students										
Metropolitan	%	94.6	94.4	92.6	93.0	94.2	89.4	93.2	..	93.9
Provincial	%	91.1	91.8	90.1	91.1	91.4	87.9	np	83.8	90.7
Remote	%	77.6	90.3	80.7	84.8	92.6	83.4	..	63.3	80.4
Very remote	%	64.4	..	66.3	57.8	60.1	86.7	..	23.3	52.2
Total	%	93.7	93.7	91.3	91.3	93.2	88.5	93.2	66.7	92.5
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	3.0	4.3	2.5	4.7	5.6	9.7	10.2	..	1.5
Provincial	±	2.8	4.7	4.1	7.7	7.7	7.0	np	10.2	1.9
Remote	±	12.6	np	13.3	10.7	12.5	np	..	14.3	7.9
Very remote	±	np	..	11.1	10.6	21.2	np	..	5.3	6.2
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.8 Proportion of year 7 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.5	0.6	0.5	0.9	0.8	3.2	2.0	..	0.3
Provincial	±	0.8	1.0	0.8	1.3	1.2	2.2	np	5.2	0.4
Remote	±	6.5	11.6	3.0	2.2	3.1	3.0	..	3.9	1.4
Very remote	±	25.9	..	4.3	4.6	10.0	np	..	7.6	3.2
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.6	0.6	0.6	0.9	0.8	3.6	2.1	..	0.3
Provincial	±	1.0	1.0	0.9	1.7	1.3	2.3	np	5.1	0.5
Remote	±	10.7	11.5	6.2	4.2	3.0	6.8	..	17.0	3.9
Very remote	±	32.3	..	9.4	10.6	20.0	9.2	..	13.8	6.7
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.9 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	84.6	89.5	82.9	82.6	78.6	81.4	84.0	..	83.7
Provincial	%	78.1	81.8	83.4	77.7	75.8	83.7	np	72.5	79.7
Remote	%	65.7	np	65.3	66.7	np	np	..	43.1	58.7
Very remote	%	np	..	54.6	51.8	43.8	np	..	26.9	42.3
Total	%	80.4	85.4	78.5	71.7	73.6	82.9	84.0	44.2	75.8
Non-Indigenous students										
Metropolitan	%	96.1	96.5	96.1	95.6	95.0	94.6	95.9	..	96.1
Provincial	%	95.0	95.8	95.5	94.8	94.8	93.4	np	92.7	95.2
Remote	%	92.7	96.5	93.4	95.2	95.1	89.2	..	97.0	94.6
Very remote	%	93.8	..	93.0	95.1	92.0	np	..	96.9	94.0
Total	%	95.8	96.3	95.9	95.4	95.0	93.9	95.9	93.8	95.8
All students										
Metropolitan	%	95.8	96.3	95.5	95.0	94.7	93.5	95.7	..	95.7
Provincial	%	93.4	95.2	94.6	93.3	93.9	92.7	np	89.0	94.0
Remote	%	81.9	96.6	86.3	88.3	94.3	88.9	..	72.1	85.3
Very remote	%	64.7	..	71.7	66.7	67.5	97.0	..	38.6	61.2
Total	%	95.1	96.0	94.8	93.6	94.2	93.0	95.7	74.8	94.8
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.5	4.3	2.4	5.9	5.1	6.4	8.2	..	1.5
Provincial	±	3.2	4.6	3.1	6.6	8.4	5.7	np	10.7	2.0
Remote	±	13.5	np	11.8	11.7	np	np	..	13.6	7.1
Very remote	±	np	..	9.5	9.6	22.0	np	..	8.6	5.8
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.9 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.5	0.5	0.4	0.8	0.8	2.0	1.6	..	0.3
Provincial	±	0.6	0.7	0.6	1.1	1.1	1.7	np	4.7	0.3
Remote	±	5.5	7.0	2.4	2.1	2.4	4.6	..	2.7	1.2
Very remote	±	11.8	..	4.2	5.5	7.4	np	..	4.8	2.9
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.5	0.5	0.5	0.8	0.9	2.3	1.6	..	0.3
Provincial	±	0.8	0.8	0.7	1.4	1.3	1.8	np	5.1	0.4
Remote	±	10.3	6.9	5.3	4.1	2.3	3.8	..	15.3	3.4
Very remote	±	32.7	..	8.0	8.8	19.0	7.1	..	13.2	5.8
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.10 Proportion of year 9 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	81.5	79.2	67.0	68.0	75.8	76.7	78.1	..	74.1
Provincial	%	77.2	79.5	67.0	59.9	71.2	81.4	np	49.8	71.2
Remote	%	61.5	np	57.5	53.3	54.9	np	..	34.5	49.9
Very remote	%	np	..	38.8	31.3	27.1	np	..	11.7	26.2
Total	%	78.2	79.3	64.5	56.4	67.6	79.2	78.1	32.3	67.0
Non-Indigenous students										
Metropolitan	%	94.3	94.7	92.2	92.8	93.1	92.6	94.5	..	93.7
Provincial	%	94.1	94.4	90.7	91.4	92.7	92.4	np	89.6	92.9
Remote	%	89.4	92.2	87.6	89.7	92.7	np	..	93.8	90.5
Very remote	%	90.0	..	85.7	85.9	82.4	np	..	95.6	87.1
Total	%	94.3	94.7	91.7	92.4	93.0	92.5	94.5	90.7	93.5
All students										
Metropolitan	%	94.0	94.4	91.1	91.8	92.8	91.2	94.1	..	93.1
Provincial	%	92.7	93.9	88.7	88.6	91.8	91.3	np	80.7	91.3
Remote	%	77.0	91.5	79.6	80.1	89.6	87.4	..	67.1	79.3
Very remote	%	61.6	..	59.6	51.1	54.0	np	..	26.0	48.4
Total	%	93.6	94.3	90.0	89.9	92.1	91.2	94.1	69.1	92.2
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.8	5.9	6.1	6.5	6.0	8.2	10.6	..	2.9
Provincial	±	3.0	4.8	4.8	7.9	8.6	6.9	np	16.9	2.9
Remote	±	15.0	n.p.	13.5	11.8	14.6	np	..	15.8	7.9
Very remote	±	np	-	10.2	9.7	17.1	np	..	7.7	5.5
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.10 Proportion of year 9 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.7	0.7	0.9	1.3	1.7	2.4	2.1	..	0.4
Provincial	±	0.7	0.8	1.0	2.3	1.9	2.0	np	5.9	0.5
Remote	±	5.8	8.0	4.1	3.4	2.8	np	..	3.3	1.7
Very remote	±	16.7	..	5.2	5.3	8.9	np	..	4.3	3.5
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.7	0.7	1.1	1.4	1.7	3.0	2.2	..	0.4
Provincial	±	0.8	0.9	1.2	2.7	2.2	2.1	np	7.1	0.6
Remote	±	10.2	7.8	6.3	6.4	4.9	3.3	..	16.5	4.1
Very remote	±	27.7	..	13.4	13.0	17.6	np	..	17.1	7.6
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.11 Proportion of year 9 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	73.1	67.9	63.4	61.5	65.0	71.8	71.3	..	67.4
Provincial	%	64.1	69.1	61.3	55.7	55.6	72.7	np	45.3	61.8
Remote	%	44.2	np	46.0	40.9	47.7	np	..	24.8	38.3
Very remote	%	np	..	31.7	28.2	23.5	np	..	6.9	21.4
Total	%	67.1	68.6	59.5	50.1	56.4	72.4	71.3	26.3	59.0
Non-Indigenous students										
Metropolitan	%	90.6	91.5	88.1	89.6	89.9	86.2	89.8	..	90.1
Provincial	%	87.8	88.6	85.0	86.6	86.6	83.2	np	84.1	86.9
Remote	%	78.7	93.3	81.0	82.7	87.5	np	..	86.6	83.9
Very remote	%	73.0	..	72.2	83.0	85.0	np	..	88.5	79.3
Total	%	89.9	90.8	87.1	88.7	89.0	84.6	89.8	84.8	89.2
All students										
Metropolitan	%	90.2	91.1	87.0	88.5	89.4	84.8	89.4	..	89.4
Provincial	%	85.7	88.0	83.0	84.0	85.3	82.2	np	75.4	85.0
Remote	%	63.4	93.5	71.7	71.9	84.5	81.5	..	58.6	71.3
Very remote	%	48.8	..	49.7	48.4	53.0	np	..	20.8	42.7
Total	%	89.0	90.3	85.4	86.1	87.9	83.3	89.4	63.1	87.8
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	3.2	7.4	6.0	5.8	8.3	9.2	10.8	..	3.0
Provincial	±	3.7	6.3	5.2	7.6	9.8	7.8	np	10.1	2.6
Remote	±	13.9	np	13.0	13.1	17.2	np	..	13.5	7.3
Very remote	±	np	..	11.3	10.1	15.9	np	..	6.2	5.8
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.11 Proportion of year 9 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.8	0.9	1.2	1.6	2.1	3.7	2.6	-	0.5
Provincial	±	1.0	1.3	1.4	2.8	2.8	3.0	np	6.5	0.6
Remote	±	7.7	7.4	4.6	3.9	3.9	np	..	7.2	2.3
Very remote	±	36.5	..	8.3	6.0	8.4	np	..	14.1	5.5
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.8	0.9	1.3	1.7	2.2	4.2	2.7	..	0.5
Provincial	±	1.2	1.4	1.5	3.1	3.3	3.3	np	6.9	0.7
Remote	±	11.4	7.3	7.0	7.5	5.4	7.4	..	18.1	4.6
Very remote	±	34.0	..	11.3	13.5	20.9	np	..	16.6	7.6
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. **..** Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.12 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	83.6	84.0	77.9	77.1	80.5	83.4	81.9	..	80.7
Provincial	%	80.5	83.7	80.3	72.8	76.7	85.1	np	61.3	78.8
Remote	%	64.2	np	65.8	61.3	75.7	np	..	49.1	60.0
Very remote	%	np	..	53.3	46.5	53.2	np	..	24.8	40.9
Total	%	80.9	83.8	76.5	67.4	76.0	84.8	81.9	45.2	75.0
Non-Indigenous students										
Metropolitan	%	96.3	96.8	95.9	95.7	95.4	94.4	95.7	..	96.2
Provincial	%	95.7	96.4	95.3	95.2	95.2	94.8	np	93.7	95.6
Remote	%	94.6	98.8	94.2	93.7	96.5	np	..	97.0	95.0
Very remote	%	93.0	..	92.4	92.2	93.2	np	..	94.8	92.9
Total	%	96.1	96.7	95.7	95.5	95.4	94.6	95.7	94.4	96.0
All students										
Metropolitan	%	95.9	96.5	95.1	94.9	95.1	93.3	95.4	..	95.7
Provincial	%	94.3	96.0	94.0	93.1	94.4	94.0	np	86.4	94.3
Remote	%	80.9	98.1	86.6	85.2	94.7	93.7	..	75.6	85.3
Very remote	%	64.2	..	70.6	62.6	72.5	np	..	36.7	59.7
Total	%	95.5	96.3	94.5	93.5	94.7	93.7	95.4	76.2	95.0
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.5	5.6	5.5	4.5	6.1	8.7	10.5	..	2.4
Provincial	±	3.0	5.6	3.6	6.9	9.5	5.0	np	11.9	2.4
Remote	±	15.2	np	12.0	11.9	9.1	np	..	19.0	8.2
Very remote	±	np	..	12.7	10.2	17.8	np	..	8.8	6.5
Total	±	na	na	na	na	na	na	na	na	na

Table NEA.4.12 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	0.5	0.5	0.6	1.0	1.5	1.8	2.0	..	0.3
Provincial	±	0.5	0.7	0.7	1.5	1.4	1.7	np	4.5	0.3
Remote	±	4.8	3.5	2.4	2.8	2.4	np	..	2.9	1.4
Very remote	±	12.7	..	3.9	5.3	6.3	np	..	4.6	2.5
Total	±	na	na	na	na	na	na	na	na	na
All students										
Metropolitan	±	0.5	0.6	0.7	1.1	1.5	2.4	2.1	..	0.3
Provincial	±	0.7	0.8	0.9	1.9	1.8	1.8	np	5.8	0.5
Remote	±	10.7	3.9	5.2	6.5	3.6	2.2	..	15.3	3.9
Very remote	±	27.2	..	11.1	11.8	15.6	np	..	15.4	7.0
Total	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.13 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	85.4	89.1	73.6	69.1	75.7	89.4	85.8	..	78.6
Provincial	%	82.9	87.3	69.8	62.3	69.3	87.9	np	63.5	76.2
Remote	%	75.5	np	51.3	51.8	70.8	np	..	43.4	53.9
Very remote	%	67.3	..	40.3	39.3	60.3	np	..	14.3	30.5
Total	%	83.5	88.1	66.2	57.3	71.5	88.4	84.9	30.4	68.3
Non-Indigenous students										
Metropolitan	%	96.0	95.7	89.6	93.0	92.8	94.0	94.8	..	94.1
Provincial	%	94.8	95.2	87.2	90.0	92.1	92.3	np	88.4	92.3
Remote	%	93.7	96.4	84.5	88.5	90.0	94.0	..	87.4	88.1
Very remote	%	95.0	..	83.1	88.7	90.0	np	..	88.2	86.9
Total	%	95.7	95.6	88.7	92.1	92.5	93.0	94.8	88.2	93.5
All students										
Metropolitan	%	95.6	95.4	88.9	91.9	92.1	94.1	94.4	..	93.6
Provincial	%	93.6	94.7	85.7	87.6	90.7	91.9	np	82.8	91.0
Remote	%	86.7	96.4	76.3	80.0	88.7	89.9	..	69.9	79.6
Very remote	%	83.2	..	58.7	62.1	75.1	np	..	25.4	51.1
Total	%	95.1	95.2	87.1	89.4	91.5	92.8	94.4	62.7	92.1
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.4	4.3	3.8	4.1	6.4	7.0	7.9	..	1.9
Provincial	±	2.8	4.0	4.7	6.4	8.1	4.8	np	7.1	2.1
Remote	±	9.9	np	10.5	7.5	14.9	np	..	10.7	5.5
Very remote	±	13.7	..	9.0	8.1	22.2	np	..	5.3	5.0
Total	±	1.8	2.8	3.3	3.7	4.4	4.1	8.1	6.0	2.0

Table NEA.4.13 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.2	0.3	0.6	0.6	0.9	1.0	1.4	2.8	0.2
All students										
Metropolitan	±	0.3	0.4	0.8	0.8	1.3	1.4	1.5	..	0.3
Provincial	±	0.6	0.6	1.1	1.6	1.4	1.3	np	4.3	0.4
Remote	±	5.9	6.0	5.8	4.5	4.0	8.1	..	9.7	2.9
Very remote	±	9.9	..	9.0	8.3	11.4	np	..	10.7	5.8
Total	±	0.3	0.2	0.7	0.8	1.0	1.0	1.5	6.5	0.3

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.14 Proportion of year 3 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	92.6	92.6	82.2	81.7	85.9	95.6	89.3	..	86.9
Provincial	%	90.0	91.7	80.1	80.9	87.9	93.5	np	82.8	86.2
Remote	%	83.7	np	62.8	69.4	85.4	np	..	64.1	69.0
Very remote	%	93.6	..	61.2	51.0	50.8	np	..	28.0	45.0
Total	%	90.9	92.1	77.2	72.0	82.5	94.2	89.5	46.6	78.8
Non-Indigenous students										
Metropolitan	%	98.0	96.6	93.9	97.2	95.7	97.6	96.6	..	96.5
Provincial	%	97.7	96.5	93.2	96.5	96.0	97.5	np	95.3	96.1
Remote	%	97.1	97.1	92.2	96.6	94.9	93.5	..	95.0	94.9
Very remote	%	97.1	..	91.1	94.4	96.6	np	..	94.8	93.5
Total	%	97.9	96.6	93.6	97.0	95.7	97.5	96.6	95.2	96.4
All students										
Metropolitan	%	97.8	96.3	93.4	96.6	95.1	97.4	96.3	..	96.2
Provincial	%	97.0	96.2	92.1	95.2	95.4	97.0	np	91.9	95.3
Remote	%	91.8	97.1	84.9	90.2	94.4	95.5	..	82.5	88.5
Very remote	%	95.9	..	74.0	70.6	75.6	np	..	38.0	62.7
Total	%	97.5	96.2	92.4	95.0	95.0	97.1	96.3	73.7	95.4
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	1.6	3.5	2.7	3.8	4.9	3.3	7.1	..	1.3
Provincial	±	2.0	3.6	5.2	5.2	6.3	3.7	np	6.6	1.9
Remote	±	10.6	np	11.8	10.0	16.5	np	..	12.0	5.8
Very remote	±	6.7	..	10.5	7.1	29.6	np	..	7.3	5.7
Total	±	1.3	2.3	3.0	3.5	4.9	2.5	6.6	7.4	1.8

Table NEA.4.14 Proportion of year 3 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.2	0.3	0.5	0.4	0.7	0.6	1.1	1.4	0.2
All students										
Metropolitan	±	0.2	0.4	0.7	0.5	1.0	0.7	1.2	..	0.2
Provincial	±	0.4	0.6	0.8	1.0	0.9	0.7	np	2.8	0.3
Remote	±	5.2	4.9	5.3	3.7	2.5	8.7	..	7.9	2.4
Very remote	±	4.4	..	8.0	7.7	16.4	np	..	11.3	5.7
Total	±	0.2	0.2	0.6	0.6	0.8	0.5	1.2	6.1	0.2

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.15 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	89.5	93.5	82.0	83.8	81.7	94.7	89.9	..	85.9
Provincial	%	88.7	92.6	79.6	80.7	78.6	94.6	np	86.7	85.5
Remote	%	80.9	np	59.8	75.3	82.7	np	..	68.3	70.4
Very remote	%	83.6	..	51.4	58.5	68.3	np	..	35.0	47.5
Total	%	88.6	93.0	75.5	75.5	79.2	94.5	88.4	52.4	78.6
Non-Indigenous students										
Metropolitan	%	97.5	96.7	93.7	96.4	94.6	96.8	96.7	..	96.2
Provincial	%	97.0	97.0	92.8	95.1	94.8	96.8	np	96.4	95.7
Remote	%	97.2	98.2	91.7	95.7	93.4	98.5	..	96.6	94.5
Very remote	%	96.1	..	90.4	95.1	92.9	np	..	97.0	93.4
Total	%	97.3	96.8	93.3	96.1	94.6	96.8	96.7	96.5	96.0
All students										
Metropolitan	%	97.1	96.4	93.1	95.8	94.0	97.0	96.4	..	95.8
Provincial	%	96.1	96.6	91.7	93.9	93.7	96.5	np	93.5	94.8
Remote	%	91.0	98.2	83.8	90.9	92.8	96.4	..	85.3	88.5
Very remote	%	90.3	..	68.2	75.3	80.0	np	..	44.5	64.4
Total	%	96.9	96.5	92.0	94.5	93.8	96.7	96.4	77.0	95.0
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	1.7	3.1	3.4	3.4	6.5	5.4	8.5	..	1.6
Provincial	±	2.0	3.2	4.5	6.7	6.5	3.1	np	5.0	1.7
Remote	±	9.3	np	11.6	7.8	16.3	np	..	10.9	5.5
Very remote	±	13.6	..	10.0	7.5	22.3	np	..	7.0	5.2
Total	±	1.4	2.2	3.2	3.4	4.5	2.8	9.3	6.9	1.7

Table NEA.4.15 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.2	0.3	0.5	0.6	0.8	0.6	1.1	1.3	0.2
All students										
Metropolitan	±	0.3	0.4	0.6	0.7	1.1	0.9	1.2	..	0.2
Provincial	±	0.4	0.5	0.8	1.2	1.2	0.8	np	2.8	0.3
Remote	±	5.1	3.7	5.4	3.0	3.1	5.6	..	6.8	2.2
Very remote	±	8.7	..	8.9	6.7	11.3	np	..	10.2	5.2
Total	±	0.2	0.2	0.6	0.6	0.9	0.6	1.2	5.6	0.2

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. **..** Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.16 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	81.0	87.0	70.5	61.6	73.1	80.6	82.7	..	74.4
Provincial	%	77.2	79.1	66.0	58.6	56.9	86.4	np	58.4	71.0
Remote	%	56.7	np	43.0	51.9	np	np	..	41.9	47.8
Very remote	%	45.0	..	34.5	30.9	19.7	np	..	7.9	21.7
Total	%	77.6	83.0	62.9	51.8	60.6	84.5	81.1	25.8	63.4
Non-Indigenous students										
Metropolitan	%	94.4	94.3	89.5	92.7	91.5	92.0	95.2	..	93.0
Provincial	%	94.2	93.3	87.6	90.6	91.0	89.8	np	88.0	91.6
Remote	%	92.4	95.9	84.7	90.6	91.3	88.3	..	91.3	89.4
Very remote	%	98.2	..	85.7	89.5	83.6	np	..	91.1	88.4
Total	%	94.4	94.0	88.8	92.2	91.3	90.7	95.2	88.9	92.6
All students										
Metropolitan	%	93.9	94.0	88.5	91.4	90.8	91.0	94.8	..	92.4
Provincial	%	92.6	92.8	85.8	88.0	89.0	88.7	np	82.1	90.0
Remote	%	81.3	96.0	74.8	82.0	89.2	86.2	..	72.5	79.7
Very remote	%	76.7	..	57.6	56.5	54.1	np	..	19.1	46.1
Total	%	93.5	93.7	86.9	89.1	89.9	89.7	94.8	62.5	91.0
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.5	4.5	3.7	4.3	5.9	7.7	7.6	..	1.9
Provincial	±	2.8	4.6	4.7	6.9	9.1	4.7	np	7.9	2.2
Remote	±	11.1	np	10.9	8.2	np	np	..	10.6	5.2
Very remote	±	20.8	..	9.0	7.7	14.8	np	..	4.2	4.2
Total	±	2.0	3.3	3.2	3.4	5.9	4.5	8.0	5.7	1.8

Table NEA.4.16 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.3	0.4	0.6	0.6	1.0	1.0	1.1	2.5	0.2
All students										
Metropolitan	±	0.5	0.5	0.8	0.9	1.3	2.1	1.2	..	0.3
Provincial	±	0.7	0.7	1.0	1.7	1.7	1.7	np	4.0	0.4
Remote	±	7.0	8.1	5.9	4.9	4.2	9.7	..	10.0	2.9
Very remote	±	18.4	..	10.1	9.2	17.3	np	..	11.5	6.1
Total	±	0.4	0.3	0.7	0.9	1.1	1.4	1.2	6.6	0.3

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. **..** Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.17 Proportion of year 5 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	85.6	85.4	78.2	66.7	78.6	81.7	83.7	..	79.7
Provincial	%	80.3	80.1	73.4	67.6	66.0	84.8	np	65.8	76.0
Remote	%	65.9	np	58.7	57.4	np	np	..	51.9	58.1
Very remote	%	55.4	..	50.2	41.1	35.1	np	..	13.6	31.6
Total	%	81.7	82.7	72.0	59.2	69.0	83.8	82.1	32.8	69.7
Non-Indigenous students										
Metropolitan	%	96.2	94.6	91.5	94.1	93.0	93.9	95.3	..	94.4
Provincial	%	95.0	93.3	89.7	92.7	92.5	93.8	np	89.6	92.8
Remote	%	93.5	95.2	88.5	92.9	92.4	93.5	..	92.8	91.7
Very remote	%	96.6	..	87.9	92.0	91.1	np	..	89.9	90.3
Total	%	95.9	94.3	90.8	93.7	92.8	93.8	95.3	90.2	93.9
All students										
Metropolitan	%	95.8	94.3	90.8	92.9	92.3	92.8	95.0	..	93.8
Provincial	%	93.6	92.8	88.3	90.5	90.9	92.5	np	84.9	91.5
Remote	%	85.3	95.3	81.4	84.6	91.3	89.8	..	77.0	83.7
Very remote	%	80.8	..	67.2	62.9	63.4	n.p.	..	24.1	52.9
Total	%	95.1	93.9	89.5	91.0	91.7	92.6	94.9	66.3	92.6
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.4	3.8	3.1	4.3	4.7	7.0	8.3	..	1.6
Provincial	±	2.9	4.6	4.3	6.1	8.1	4.6	np	7.1	2.0
Remote	±	13.1	np	13.8	9.0	np	np	..	9.7	5.8
Very remote	±	27.8	..	9.0	7.4	21.7	np	..	4.6	4.7
Total	±	1.9	2.9	2.8	3.3	5.2	3.5	8.7	6.1	1.7

Table NEA.4.17 Proportion of year 5 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.3	0.4	0.5	0.5	0.8	1.0	1.2	2.2	0.2
All students										
Metropolitan	±	0.3	0.5	0.7	0.7	1.2	1.7	1.2	..	0.2
Provincial	±	0.6	0.6	1.0	1.3	1.5	1.4	np	3.5	0.4
Remote	±	6.7	7.0	5.4	4.2	3.7	8.8	..	8.5	2.6
Very remote	±	18.8	..	7.9	8.3	19.7	np	..	11.0	5.8
Total	±	0.3	0.3	0.6	0.7	0.9	1.1	1.3	6.2	0.2

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. **..** Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.18 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	82.8	86.5	75.2	72.7	77.0	84.7	83.3	..	78.5
Provincial	%	77.8	80.3	74.0	69.0	63.9	89.2	np	70.6	75.7
Remote	%	58.8	np	51.7	59.5	np	np	..	54.9	56.3
Very remote	%	52.1	..	43.3	39.8	49.3	np	..	20.3	32.9
Total	%	78.9	83.3	69.5	61.6	68.5	87.8	82.3	38.3	69.2
Non-Indigenous students										
Metropolitan	%	95.4	95.1	92.4	94.2	91.8	93.5	95.3	..	94.4
Provincial	%	94.6	94.5	91.7	92.0	91.5	92.5	np	91.1	93.4
Remote	%	93.7	100.0	89.9	91.9	92.3	92.2	..	92.6	91.8
Very remote	%	97.2	..	91.1	92.7	88.6	np	..	93.0	92.2
Total	%	95.2	95.0	92.0	93.7	91.7	92.9	95.3	91.6	94.0
All students										
Metropolitan	%	95.0	94.8	91.5	93.3	91.1	92.7	95.0	..	93.8
Provincial	%	93.1	94.0	90.2	90.2	89.8	91.7	np	86.7	91.9
Remote	%	82.9	100.0	80.8	84.4	90.3	89.1	..	78.0	83.4
Very remote	%	79.8	..	64.8	62.2	68.6	np	..	30.2	54.3
Total	%	94.4	94.6	90.4	91.1	90.5	92.1	94.9	69.1	92.7
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.7	4.3	3.7	4.1	5.7	8.2	8.6	..	1.7
Provincial	±	2.5	4.6	4.9	7.1	8.9	4.2	np	6.8	2.1
Remote	±	13.7	np	11.8	8.1	np	np	..	12.0	5.8
Very remote	±	25.5	..	9.4	8.2	19.6	np	..	5.5	4.3
Total	±	1.9	3.5	3.1	3.4	5.3	3.9	8.5	6.3	1.7

Table NEA.4.18 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.3	0.3	0.5	0.6	0.9	1.1	1.1	2.2	0.2
All students										
Metropolitan	±	0.4	0.4	0.7	0.8	1.3	2.0	1.1	..	0.3
Provincial	±	0.6	0.6	1.0	1.6	1.6	1.5	np	3.7	0.4
Remote	±	7.4	–	5.6	4.1	4.0	11.6	..	8.8	2.6
Very remote	±	17.1	..	9.9	8.7	13.7	np	..	10.9	5.6
Total	±	0.3	0.3	0.6	0.8	1.0	1.2	1.2	5.9	0.2

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. **..** Not applicable. **–** Nil or rounded to zero.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.19 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	84.7	87.3	82.5	76.1	81.8	88.1	94.3	..	83.0
Provincial	%	82.0	83.7	77.8	71.7	73.6	89.6	np	71.5	79.6
Remote	%	70.7	np	57.7	59.4	np	np	..	45.5	56.6
Very remote	%	np	..	44.2	36.9	17.9	np	..	13.7	28.0
Total	%	82.4	85.5	74.8	63.4	69.6	89.0	94.3	32.4	71.9
Non-Indigenous students										
Metropolitan	%	96.1	96.3	94.5	95.4	94.7	95.1	96.4	..	95.7
Provincial	%	96.1	95.7	94.1	94.4	93.9	93.8	np	92.3	95.1
Remote	%	88.6	97.9	91.1	93.3	93.8	86.8	..	96.6	93.0
Very remote	%	87.0	..	91.3	91.0	90.6	np	..	95.3	91.6
Total	%	96.1	96.1	94.3	95.0	94.4	94.4	96.4	93.5	95.4
All students										
Metropolitan	%	95.8	96.0	93.9	94.5	94.2	94.6	96.3	..	95.2
Provincial	%	94.7	95.3	92.7	92.6	92.7	93.5	np	88.4	93.9
Remote	%	80.1	97.9	83.9	85.1	91.5	88.4	..	75.2	83.9
Very remote	%	72.2	..	62.9	61.6	51.6	np	..	23.5	49.2
Total	%	95.4	95.8	92.9	92.7	93.4	93.9	96.3	67.1	94.2
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.2	4.2	3.2	4.4	6.3	5.7	4.8	..	1.6
Provincial	±	2.6	4.4	4.3	6.1	8.5	4.8	..	8.5	1.8
Remote	±	15.7	np	13.7	8.7	np	np	..	20.2	7.7
Very remote	±	np	..	10.9	7.4	12.5	np	..	4.5	4.8
Total	±	1.8	3.2	3.2	3.7	5.9	3.5	4.8	8.6	2.0

Table NEA.4.19 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.4	0.4	0.4	0.5	0.7	1.4	1.4	2.8	0.2
All students										
Metropolitan	±	0.5	0.5	0.5	0.8	1.0	1.9	1.4	..	0.3
Provincial	±	0.6	0.8	0.8	1.2	1.3	2.2	..	4.9	0.4
Remote	±	10.8	3.8	5.7	4.2	3.2	5.9	..	16.4	3.4
Very remote	±	23.1	..	10.4	8.3	17.2	np	..	11.7	6.4
Total	±	0.4	0.3	0.5	0.8	0.8	1.5	1.4	9.4	0.3

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. **..** Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.20 Proportion of year 7 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	80.2	81.8	79.0	70.9	78.4	82.2	84.1	..	78.7
Provincial	%	75.9	73.7	73.5	68.1	69.0	81.7	..	65.4	73.8
Remote	%	62.5	np	55.8	57.9	np	np	..	43.3	54.0
Very remote	%	np	..	49.8	34.7	25.9	np	..	12.4	28.5
Total	%	76.9	77.6	72.3	59.9	67.5	81.9	84.1	29.9	67.9
Non-Indigenous students										
Metropolitan	%	94.8	94.5	91.6	93.2	93.7	92.6	93.6	..	93.8
Provincial	%	92.9	91.9	90.8	91.1	92.7	90.2	..	88.1	91.8
Remote	%	83.6	97.9	88.1	89.3	93.3	82.6	..	93.2	90.0
Very remote	%	82.7	..	86.0	90.3	86.8	np	..	86.7	87.3
Total	%	94.3	93.8	91.2	92.6	93.4	91.2	93.6	89.2	93.2
All students										
Metropolitan	%	94.4	94.2	91.0	92.2	93.2	91.4	93.4	..	93.3
Provincial	%	91.2	91.3	89.4	89.4	91.4	89.1	..	83.8	90.4
Remote	%	73.9	97.9	81.1	81.8	91.2	78.9	..	72.3	81.0
Very remote	%	66.3	..	64.2	59.8	54.3	np	..	21.1	48.1
Total	%	93.5	93.4	89.9	90.1	92.4	90.0	93.4	63.6	91.8
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.6	4.9	3.3	4.8	5.3	8.0	9.5	..	1.7
Provincial	±	2.8	5.5	3.7	5.1	8.7	5.9	..	8.5	1.9
Remote	±	15.2	np	15.7	8.7	np	np	..	20.0	7.8
Very remote	±	np	..	10.6	8.6	18.4	np	..	5.7	5.9
Total	±	2.0	3.6	3.0	3.8	5.6	4.6	9.5	8.7	2.0

Table NEA.4.20 Proportion of year 7 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.4	0.5	0.5	0.7	0.7	1.7	2.1	3.3	0.2
All students										
Metropolitan	±	0.5	0.6	0.7	1.0	1.0	2.6	2.1	..	0.3
Provincial	±	0.9	1.0	0.9	1.4	1.4	2.8	..	5.5	0.5
Remote	±	10.5	3.8	6.1	4.0	2.2	4.5	..	16.5	3.5
Very remote	±	26.6	..	8.8	9.2	17.9	np	..	11.1	6.5
Total	±	0.5	0.5	0.6	0.9	0.8	2.0	2.1	9.3	0.3

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. **..** Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.21 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	87.5	88.9	87.3	84.2	82.6	90.2	90.3	..	87.0
Provincial	%	83.4	87.0	84.1	81.7	78.4	93.5	np	80.2	83.9
Remote	%	73.2	np	69.2	68.9	np	np	..	62.7	67.8
Very remote	%	np	..	59.0	53.8	48.0	np	..	34.9	46.4
Total	%	84.5	87.9	81.8	74.2	75.9	92.4	90.3	50.2	78.6
Non-Indigenous students										
Metropolitan	%	96.7	97.0	96.0	96.6	95.4	95.9	97.3	..	96.5
Provincial	%	96.2	96.4	95.9	96.2	95.4	95.3	np	94.8	96.1
Remote	%	90.6	97.9	94.4	95.3	96.1	87.9	..	98.4	95.3
Very remote	%	94.6	..	94.5	94.1	93.5	np	..	95.1	94.4
Total	%	96.6	96.8	95.9	96.5	95.4	95.5	97.3	95.6	96.4
All students										
Metropolitan	%	96.4	96.7	95.6	96.0	94.9	95.4	97.1	..	96.2
Provincial	%	95.0	96.1	94.9	95.0	94.4	95.2	np	91.9	95.1
Remote	%	82.4	97.9	89.0	88.9	93.9	90.2	..	83.4	88.4
Very remote	%	74.7	..	73.2	71.9	67.0	np	..	42.0	62.2
Total	%	96.0	96.5	94.9	94.7	94.5	95.2	97.1	75.9	95.4
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	3.2	4.6	2.6	3.6	5.2	4.8	7.6	..	1.4
Provincial	±	2.9	4.8	3.7	6.3	8.3	3.6	..	6.9	1.6
Remote	±	12.2	np	12.7	9.6	np	np	..	15.0	6.7
Very remote	±	np	..	10.0	8.6	18.1	np	..	6.0	5.6
Total	±	2.1	3.1	2.7	3.9	5.2	2.7	7.6	7.4	1.7

Table NEA.4.21 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.3	0.4	0.3	0.4	0.7	1.2	1.1	2.0	0.2
All students										
Metropolitan	±	0.4	0.5	0.4	0.6	0.9	1.7	1.2	..	0.2
Provincial	±	0.6	0.7	0.6	1.0	1.1	1.8	..	3.6	0.3
Remote	±	8.9	3.8	4.6	3.8	2.4	4.5	..	11.7	2.7
Very remote	±	25.9	..	8.6	7.2	15.8	np	..	9.9	5.7
Total	±	0.4	0.3	0.4	0.6	0.8	1.3	1.2	7.2	0.2

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. **..** Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.22 Proportion of year 9 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	85.2	82.6	74.3	71.3	71.4	89.2	84.2	..	78.4
Provincial	%	81.4	77.6	71.1	69.8	60.4	91.5	np	60.3	75.3
Remote	%	58.5	np	62.3	59.1	np	np	..	50.0	57.4
Very remote	%	np	..	37.4	39.0	29.0	np	..	13.6	29.0
Total	%	82.3	79.9	70.0	62.8	62.5	90.7	84.2	37.9	70.7
Non-Indigenous students										
Metropolitan	%	95.0	95.1	92.3	94.3	93.8	93.9	96.9	..	94.4
Provincial	%	95.4	94.7	91.4	93.2	92.7	93.3	np	92.2	93.8
Remote	%	91.2	95.4	89.3	90.0	93.9	88.5	..	92.0	91.1
Very remote	%	98.9	..	90.4	92.3	96.0	np	..	93.8	92.7
Total	%	95.1	95.0	92.0	94.0	93.5	93.5	96.9	92.2	94.2
All students										
Metropolitan	%	94.6	94.8	91.4	93.4	92.2	92.8	96.6	..	93.7
Provincial	%	94.2	94.1	89.7	91.3	91.0	93.1	np	84.4	92.4
Remote	%	76.2	95.5	82.8	81.9	92.4	88.3	..	73.7	82.3
Very remote	%	89.3	..	60.3	59.7	64.1	np	..	25.4	51.3
Total	%	94.4	94.7	90.5	91.8	91.7	93.0	96.6	69.9	92.9
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.5	5.2	5.6	6.0	7.8	6.4	9.0	..	2.6
Provincial	±	2.9	6.5	4.3	7.3	12.3	4.2	..	10.5	2.4
Remote	±	20.8	np	14.3	11.3	np	np	..	22.8	9.7
Very remote	±	np	..	14.9	10.6	16.5	np	..	6.3	6.9
Total	±	2.2	4.1	4.0	3.9	6.5	3.7	9.0	9.6	2.1

Table NEA.4.22 Proportion of year 9 students who achieved at or above the national minimum standard for reading, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.4	0.5	0.8	0.9	1.1	1.4	1.1	2.3	0.3
All students										
Metropolitan	±	0.6	0.7	1.1	1.2	2.3	2.8	1.3	..	0.4
Provincial	±	0.7	0.9	1.1	2.1	2.3	1.9	..	4.3	0.5
Remote	±	13.1	7.4	5.9	6.3	3.6	7.8	..	16.2	3.9
Very remote	±	11.4	..	16.5	11.6	17.1	np	..	16.3	8.6
Total	±	0.5	0.4	0.9	1.1	1.8	1.7	1.3	8.3	0.4

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. **..** Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.23 Proportion of year 9 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	71.1	73.6	66.9	60.7	66.0	65.6	73.4	..	67.9
Provincial	%	66.9	64.9	61.8	52.6	56.6	70.9	np	51.3	62.6
Remote	%	39.7	np	48.2	46.0	np	np	..	41.0	44.4
Very remote	%	np	..	33.1	27.6	25.5	np	..	13.7	23.8
Total	%	67.7	68.9	61.8	49.9	57.4	68.9	73.4	32.8	59.7
Non-Indigenous students										
Metropolitan	%	90.5	91.3	86.6	89.3	90.0	87.2	89.3	..	89.7
Provincial	%	88.4	88.5	82.5	84.6	86.3	84.7	np	84.2	86.4
Remote	%	81.8	96.4	80.2	84.3	85.1	61.5	..	85.7	83.6
Very remote	%	93.7	..	78.6	84.5	85.1	np	..	85.7	83.4
Total	%	90.0	90.6	85.3	88.2	88.9	85.7	89.3	84.6	88.8
All students										
Metropolitan	%	89.9	90.9	85.6	88.1	88.6	84.8	88.9	..	88.9
Provincial	%	86.6	87.7	80.8	82.3	84.9	83.8	np	76.2	84.7
Remote	%	62.9	95.5	72.5	74.4	83.7	61.3	..	66.1	73.3
Very remote	%	70.1	..	52.8	49.1	55.6	np	..	24.5	44.3
Total	%	88.9	90.1	83.7	85.5	87.2	84.1	88.9	63.3	87.2
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.9	6.2	5.8	5.6	8.4	10.5	11.2	..	2.7
Provincial	±	3.2	7.3	4.0	7.3	11.1	6.9	..	8.4	2.3
Remote	±	17.9	np	14.8	9.5	np	np	..	19.4	8.0
Very remote	±	np	..	13.9	9.7	16.5	np	..	7.6	6.0
Total	±	2.4	5.3	4.1	3.6	6.5	5.9	11.2	8.1	2.0

Table NEA.4.23 Proportion of year 9 students who achieved at or above the national minimum standard for writing, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.6	0.7	1.1	1.3	1.5	2.4	3.0	2.8	0.4
All students										
Metropolitan	±	0.8	0.9	1.4	1.6	2.5	4.8	3.2	..	0.5
Provincial	±	1.1	1.3	1.6	3.2	2.5	3.1	..	4.6	0.7
Remote	±	13.3	6.3	6.8	7.3	5.1	9.0	..	17.1	4.5
Very remote	±	21.7	..	14.7	12.3	17.2	np	..	14.8	7.7
Total	±	0.7	0.7	1.2	1.6	2.0	2.8	3.2	7.9	0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. **..** Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.24 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
Metropolitan	%	82.6	81.2	77.1	73.5	75.8	83.9	83.8	..	78.9
Provincial	%	80.0	76.0	73.8	70.7	70.0	90.8	np	66.2	76.2
Remote	%	56.7	np	67.2	60.1	np	np	..	56.0	60.4
Very remote	%	np	..	44.3	50.2	36.9	np	..	24.8	38.2
Total	%	80.3	78.4	73.2	66.2	68.7	88.5	83.8	46.1	72.5
Non-Indigenous students										
Metropolitan	%	95.5	95.7	94.1	94.8	94.0	93.1	96.9	-	95.1
Provincial	%	95.1	95.1	93.3	92.8	93.0	93.1	-	93.0	94.2
Remote	%	93.8	97.5	91.3	91.6	93.5	83.1	-	95.2	92.6
Very remote	%	99.4	-	92.4	94.4	97.1	n.p.	-	95.4	94.5
Total	%	95.4	95.5	93.8	94.3	93.7	93.1	96.9	93.6	94.8
All students										
Metropolitan	%	95.1	95.4	93.2	93.8	92.5	91.5	96.6	..	94.4
Provincial	%	93.8	94.5	91.7	91.0	91.5	93.1	np	86.4	92.9
Remote	%	77.1	97.6	85.5	83.4	92.0	82.6	..	78.2	84.1
Very remote	%	81.9	..	65.1	67.0	67.9	np	..	35.3	57.8
Total	%	94.7	95.2	92.4	92.3	92.0	92.3	96.6	74.1	93.6
95 per cent confidence intervals										
Indigenous students										
Metropolitan	±	2.5	5.2	5.1	6.0	6.3	7.8	11.1	..	2.5
Provincial	±	2.8	7.0	4.4	7.9	11.5	4.1	..	8.6	2.2
Remote	±	19.4	np	11.4	9.0	np	np	..	21.1	8.1
Very remote	±	np	..	16.2	9.6	19.3	np	..	8.5	7.2
Total	±	2.1	4.5	3.6	3.7	6.0	3.7	11.1	9.3	2.0

Table NEA.4.24 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status, by geolocation, 2008 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous students										
Metropolitan	±	na	na	na	na	na	na	na	na	na
Provincial	±	na	na	na	na	na	na	na	na	na
Remote	±	na	na	na	na	na	na	na	na	na
Very remote	±	na	na	na	na	na	na	na	na	na
Total	±	0.4	0.5	0.7	0.9	1.1	1.5	1.1	2.6	0.3
All students										
Metropolitan	±	0.5	0.7	1.0	1.2	2.3	3.5	1.2	..	0.4
Provincial	±	0.7	0.9	1.0	2.5	2.1	1.8	..	3.9	0.5
Remote	±	13.4	4.1	4.7	5.6	3.9	4.7	..	15.2	3.7
Very remote	±	19.5	..	15.6	9.8	17.1	np	..	15.5	8.0
Total	±	0.4	0.4	0.8	1.1	1.8	1.8	1.2	7.5	0.3

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available. **np** Not published. .. Not applicable.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.25 Proportion of year 3 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Proportion				
Parental education (d)				
Bachelor degree or above	%	97.7	98.2	98.1
Advanced diploma/diploma	%	96.1	97.4	96.5
Certificate I to IV (e)	%	94.2	96.3	94.4
Year 12 or equivalent	%	94.0	96.0	94.2
Year 11 or equivalent or below	%	87.5	91.5	87.5
Not stated (f)	%	89.9	92.6	90.1
Parental occupation				
Senior management and qualified professionals	%	97.9	98.4	98.2
Other business managers and associated professionals	%	96.8	97.9	97.2
Tradespeople, clerks, skilled office, sales and service staff	%	95.0	96.8	95.3
Machine operators, hospitality staff, assistants, labourers	%	91.7	94.6	91.9
Not in paid work in previous 12 months	%	86.5	90.2	86.5
Not stated (h)	%	89.2	92.2	89.3
95 per cent confidence intervals				
Parental education (d)				
Bachelor degree or above	±	0.2	0.1	0.2
Advanced diploma/diploma	±	0.3	0.2	0.3
Certificate I to IV (e)	±	0.2	0.2	0.2
Year 12 or equivalent	±	0.4	0.3	0.4
Year 11 or equivalent or below	±	0.5	0.5	0.5
Not stated (f)	±	0.6	0.6	0.7
Parental occupation (g)				
Senior management and qualified professionals	±	0.2	0.1	0.2
Other business managers and associated professionals	±	0.2	0.2	0.2
Tradespeople, clerks, skilled office, sales and service staff	±	0.2	0.2	0.3
Machine operators, hospitality staff, assistants, labourers	±	0.5	0.4	0.4
Not in paid work in previous 12 months	±	0.6	0.6	0.8
Not stated (h)	±	0.6	0.5	0.6

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard.
- (c) Due to the low response rate in some school sectors in some states and territories, data are only available at the national level.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms. The proportion of year 3 students with parental education not stated was 17 per cent.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms. The proportion of year 3 students with parental education not stated was 20 per cent.

Table NEA.4.25 Proportion of year 3 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
<i>Source: MCEECDYA (2009) 2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.</i>				

Table NEA.4.26 Proportion of year 5 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Proportion				
Parental education (d)				
Bachelor degree or above	%	97.4	97.4	98.2
Advanced diploma/diploma	%	95.2	95.8	96.7
Certificate I to IV (e)	%	92.4	93.7	94.8
Year 12 or equivalent	%	91.7	93.3	94.3
Year 11 or equivalent or below	%	83.8	86.6	88.2
Not stated (f)	%	88.3	90.1	91.7
Parental occupation (g)				
Senior management and qualified professionals	%	97.5	97.4	98.2
Other business managers and associated professionals	%	96.0	96.4	97.4
Tradespeople, clerks, skilled office, sales and service staff	%	93.3	94.5	95.5
Machine operators, hospitality staff, assistants, labourers	%	88.5	90.6	92.0
Not in paid work in previous 12 months	%	81.7	84.8	86.0
Not stated (h)	%	87.5	89.5	91.1
95 per cent confidence intervals				
Parental education (d)				
Bachelor degree or above	±	0.2	0.2	0.2
Advanced diploma/diploma	±	0.3	0.3	0.3
Certificate I to IV (e)	±	0.3	0.3	0.2
Year 12 or equivalent	±	0.5	0.4	0.4
Year 11 or equivalent or below	±	0.6	0.6	0.5
Not stated (f)	±	0.5	0.5	0.5
Parental occupation (g)				
Senior management and qualified professionals	±	0.2	0.2	0.2
Other business managers and associated professionals	±	0.2	0.2	0.2
Tradespeople, clerks, skilled office, sales and service staff	±	0.3	0.3	0.2
Machine operators, hospitality staff, assistants, labourers	±	0.6	0.4	0.4
Not in paid work in previous 12 months	±	0.8	0.8	0.8
Not stated (h)	±	0.5	0.5	0.5

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard.
- (c) Due to the low response rate in some school sectors in some States and Territories, data are only available at the national level.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms. The proportion of year 5 students with parental education not stated was 25 per cent.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms. The proportion of year 5 students with parental education not stated was 25 per cent.

Table NEA.4.26 Proportion of year 5 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
<i>Source: MCEECDYA (2009) 2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.</i>				

Table NEA.4.27 Proportion of year 7 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Proportion				
Parental education (d)				
Bachelor degree or above	%	98.5	97.5	98.7
Advanced diploma/diploma	%	97.0	95.6	97.4
Certificate I to IV (e)	%	94.7	93.0	95.6
Year 12 or equivalent	%	94.3	93.1	95.3
Year 11 or equivalent or below	%	87.5	85.6	89.3
Not stated (f)	%	90.2	88.9	91.5
Parental occupation (g)				
Senior management and qualified professionals	%	98.5	97.3	98.6
Other business managers and associated professionals	%	97.5	96.1	97.9
Tradespeople, clerks, skilled office, sales and service staff	%	95.6	94.0	96.3
Machine operators, hospitality staff, assistants, labourers	%	91.2	89.6	92.8
Not in paid work in previous 12 months	%	84.5	82.5	86.2
Not stated (h)	%	89.7	88.3	91.1
95 per cent confidence intervals				
Parental education (d)				
Bachelor degree or above	±	0.2	0.2	0.1
Advanced diploma/diploma	±	0.2	0.3	0.2
Certificate I to IV (e)	±	0.3	0.3	0.3
Year 12 or equivalent	±	0.5	0.5	0.4
Year 11 or equivalent or below	±	0.6	0.6	0.6
Not stated (f)	±	0.6	0.7	0.6
Parental occupation (g)				
Senior management and qualified professionals	±	0.2	0.2	0.2
Other business managers and associated professionals	±	0.2	0.2	0.2
Tradespeople, clerks, skilled office, sales and service staff	±	0.3	0.3	0.2
Machine operators, hospitality staff, assistants, labourers	±	0.4	0.5	0.4
Not in paid work in previous 12 months	±	0.9	0.9	0.8
Not stated (h)	±	0.6	0.6	0.6

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard.
- (c) Due to the low response rate in some school sectors in some states and territories, data are only available at the national level.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms. The proportion of year 7 students with parental education not stated was 19 per cent.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms. The proportion of year 7 students with parental education not stated was 22 per cent.

Table NEA.4.27 Proportion of year 7 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
<i>Source: MCEECDYA (2009) 2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.</i>				

Table NEA.4.28 Proportion of year 9 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Proportion				
Parental education (d)				
Bachelor degree or above	%	98.0	95.7	98.8
Advanced diploma/diploma	%	95.9	92.1	97.5
Certificate I to IV (e)	%	93.5	88.0	95.9
Year 12 or equivalent	%	92.8	88.6	95.7
Year 11 or equivalent or below	%	85.2	78.6	90.1
Not stated (f)	%	87.7	83.2	91.8
Parental occupation (g)				
Senior management and qualified professionals	%	98.0	95.4	98.7
Other business managers and associated professionals	%	96.6	92.8	98.1
Tradespeople, clerks, skilled office, sales and service staff	%	94.0	89.1	96.4
Machine operators, hospitality staff, assistants, labourers	%	89.3	83.4	93.3
Not in paid work in previous 12 months	%	82.0	75.3	87.3
Not stated (h)	%	86.9	82.2	91.3
95 per cent confidence intervals				
Parental education (d)				
Bachelor degree or above	±	0.2	0.3	0.1
Advanced diploma/diploma	±	0.3	0.4	0.3
Certificate I to IV (e)	±	0.3	0.5	0.3
Year 12 or equivalent	±	0.6	0.6	0.4
Year 11 or equivalent or below	±	0.7	0.7	0.6
Not stated (f)	±	0.9	1.0	0.7
Parental occupation (g)				
Senior management and qualified professionals	±	0.2	0.3	0.2
Other business managers and associated professionals	±	0.2	0.3	0.2
Tradespeople, clerks, skilled office, sales and service staff	±	0.3	0.5	0.2
Machine operators, hospitality staff, assistants, labourers	±	0.5	0.7	0.4
Not in paid work in previous 12 months	±	1.0	1.1	0.9
Not stated (h)	±	0.8	1.0	0.7

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard.
- (c) Due to the low response rate in some school sectors in some states and territories, data are only available at the national level.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms. The proportion of year 9 students with parental education not stated was 21 per cent.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms. The proportion of year 9 students with parental education not stated was 24 per cent.

Table NEA.4.28 Proportion of year 9 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2009 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
<i>Source: MCEECDYA (2009) 2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.</i>				

Table NEA.4.29 Proportion of year 3 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Proportion				
Parental education (d)				
Bachelor degree or above	%	96.5	97.5	97.6
Advanced diploma/diploma	%	94.1	96.6	96.4
Certificate I to IV (e)	%	91.2	95.5	94.6
Year 12 or equivalent	%	91.2	95.0	94.4
Year 11 or equivalent or below	%	83.1	90.2	88.7
Not stated (f)	%	92.5	95.4	95.3
Parental occupation (g)				
Senior management and qualified professionals	%	96.6	97.8	97.9
Other business managers and associated professionals	%	94.8	97.1	96.8
Tradespeople, clerks, skilled office, sales and service staff	%	92.3	95.9	95.4
Machine operators, hospitality staff, assistants, labourers	%	87.4	93.0	91.7
Not in paid work in previous 12 months	%	79.3	86.5	85.0
Not stated (h)	%	92.1	95.3	95.1
95 per cent confidence intervals				
Parental education (d)				
Bachelor degree or above	±	0.2	0.3	0.2
Advanced diploma/diploma	±	0.4	0.3	0.3
Certificate I to IV (e)	±	0.4	0.3	0.3
Year 12 or equivalent	±	0.6	0.5	0.4
Year 11 or equivalent or below	±	0.8	0.5	0.6
Not stated (f)	±	0.4	0.3	0.3
Parental occupation (g)				
Senior management and qualified professionals	±	0.2	0.2	0.2
Other business managers and associated professionals	±	0.3	0.2	0.2
Tradespeople, clerks, skilled office, sales and service staff	±	0.4	0.3	0.3
Machine operators, hospitality staff, assistants, labourers	±	0.6	0.5	0.5
Not in paid work in previous 12 months	±	1.1	0.9	1.0
Not stated (h)	±	0.4	0.3	0.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard.
- (c) Due to the low response rate in some school sectors in some states and territories, data are only available at the national level.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms. The proportion of year 3 students with parental education not stated was 45 per cent.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms. The proportion of year 3 students with parental education not stated was 47 per cent.

Table NEA.4.29 Proportion of year 3 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
<i>Source: MCEETYA (2008) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy.</i>				

Table NEA.4.30 Proportion of year 5 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Proportion				
Parental education (d)				
Bachelor degree or above	%	96.6	96.7	97.2
Advanced diploma/diploma	%	93.7	94.7	95.1
Certificate I to IV (e)	%	90.8	92.9	92.6
Year 12 or equivalent	%	89.5	91.9	91.9
Year 11 or equivalent or below	%	80.2	84.9	83.4
Not stated (f)	%	90.9	92.2	92.5
Parental occupation (g)				
Senior management and qualified professionals	%	96.4	96.5	97.1
Other business managers and associated professionals	%	94.7	95.6	95.9
Tradespeople, clerks, skilled office, sales and service staff	%	91.5	93.5	93.3
Machine operators, hospitality staff, assistants, labourers	%	85.8	89.2	88.6
Not in paid work in previous 12 months	%	75.1	79.8	78.6
Not stated (h)	%	90.6	92.0	92.2
95 per cent confidence intervals				
Parental education (d)				
Bachelor degree or above	±	0.2	0.2	0.2
Advanced diploma/diploma	±	0.4	0.4	0.3
Certificate I to IV (e)	±	0.4	0.4	0.4
Year 12 or equivalent	±	0.7	0.5	0.5
Year 11 or equivalent or below	±	0.8	0.7	0.7
Not stated (f)	±	0.4	0.3	0.3
Parental occupation (g)				
Senior management and qualified professionals	±	0.3	0.3	0.2
Other business managers and associated professionals	±	0.3	0.3	0.3
Tradespeople, clerks, skilled office, sales and service staff	±	0.4	0.4	0.4
Machine operators, hospitality staff, assistants, labourers	±	0.7	0.6	0.6
Not in paid work in previous 12 months	±	1.3	1.1	1.1
Not stated (h)	±	0.4	0.3	0.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard.
- (c) Due to the low response rate in some school sectors in some States and Territories, data are only available at the national level.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms. The proportion of year 5 students with parental education not stated was 47 per cent.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms. The proportion of year 5 students with parental education not stated was 49 per cent.

Table NEA.4.30 Proportion of year 5 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
<i>Source: MCEETYA (2008) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy.</i>				

Table NEA.4.31 Proportion of year 7 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Proportion				
Parental education (d)				
Bachelor degree or above	%	98.0	96.8	98.4
Advanced diploma/diploma	%	96.8	94.9	97.3
Certificate I to IV (e)	%	95.0	92.5	96.0
Year 12 or equivalent	%	94.6	92.5	95.6
Year 11 or equivalent or below	%	88.0	85.1	90.2
Not stated (f)	%	93.2	90.5	94.8
Parental occupation (g)				
Senior management and qualified professionals	%	97.9	96.6	98.3
Other business managers and associated professionals	%	97.3	95.6	97.8
Tradespeople, clerks, skilled office, sales and service staff	%	95.6	93.2	96.4
Machine operators, hospitality staff, assistants, labourers	%	91.8	89.3	93.6
Not in paid work in previous 12 months	%	83.3	80.4	85.9
Not stated (h)	%	92.9	90.1	94.6
95 per cent confidence intervals				
Parental education (d)				
Bachelor degree or above	±	0.2	0.3	0.2
Advanced diploma/diploma	±	0.3	0.3	0.3
Certificate I to IV (e)	±	0.3	0.4	0.3
Year 12 or equivalent	±	0.5	0.6	0.4
Year 11 or equivalent or below	±	0.6	0.7	0.6
Not stated (f)	±	0.4	0.5	0.4
Parental occupation (g)				
Senior management and qualified professionals	±	0.2	0.3	0.2
Other business managers and associated professionals	±	0.2	0.4	0.2
Tradespeople, clerks, skilled office, sales and service staff	±	0.3	0.4	0.3
Machine operators, hospitality staff, assistants, labourers	±	0.5	0.6	0.4
Not in paid work in previous 12 months	±	1.1	1.1	1.0
Not stated (h)	±	0.4	0.5	0.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard.
- (c) Due to the low response rate in some school sectors in some states and territories, data are only available at the national level.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms. The proportion of year 7 students with parental education not stated was 40 per cent.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms. The proportion of year 7 students with parental education not stated was 42 per cent.

Table NEA.4.31 Proportion of year 7 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
<i>Source: MCEETYA (2008) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy.</i>				

Table NEA.4.32 Proportion of year 9 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
		Proportion		
Parental education (d)				
Bachelor degree or above	%	97.8	95.0	98.1
Advanced diploma/diploma	%	96.0	91.5	96.4
Certificate I to IV (e)	%	93.5	87.1	94.0
Year 12 or equivalent	%	93.3	87.7	94.2
Year 11 or equivalent or below	%	86.3	78.1	87.1
Not stated (f)	%	92.0	86.0	92.9
Parental occupation (g)				
Senior management and qualified professionals	%	97.6	94.3	97.8
Other business managers and associated professionals	%	96.4	91.8	96.8
Tradespeople, clerks, skilled office, sales and service staff	%	94.0	88.1	94.5
Machine operators, hospitality staff, assistants, labourers	%	89.5	82.3	90.5
Not in paid work in previous 12 months	%	81.6	73.4	82.4
Not stated (h)	%	91.7	85.5	92.6
		95 per cent confidence intervals		
Parental education (d)				
Bachelor degree or above	±	0.3	0.4	0.2
Advanced diploma/diploma	±	0.4	0.6	0.3
Certificate I to IV (e)	±	0.4	0.6	0.4
Year 12 or equivalent	±	0.7	0.9	0.5
Year 11 or equivalent or below	±	0.8	1.0	0.8
Not stated (f)	±	0.5	0.6	0.5
Parental occupation (g)				
Senior management and qualified professionals	±	0.3	0.4	0.3
Other business managers and associated professionals	±	0.3	0.4	0.3
Tradespeople, clerks, skilled office, sales and service staff	±	0.4	0.6	0.4
Machine operators, hospitality staff, assistants, labourers	±	0.7	0.8	0.6
Not in paid work in previous 12 months	±	1.4	1.5	1.4
Not stated (h)	±	0.5	0.6	0.5

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard.
- (c) Due to the low response rate in some school sectors in some states and territories, data are only available at the national level.
- (d) The higher level of school or non-school education that either parent/guardian has completed is reported.
- (e) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.
- (f) Parental education may not have been stated on enrolment forms. The proportion of year 9 students with parental education not stated was 44 per cent.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms. The proportion of year 9 students with parental education not stated was 46 per cent.

Table NEA.4.32 Proportion of year 9 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)

	<i>Unit</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
<i>Source: MCEETYA (2008) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy.</i>				

Table NEA.4.33 **NAPLAN Mean scale scores for reading, year 3 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	355.6	375.3	327.9	304.4	329.5	365.4	361.6	239.4	327.4
Non-Indigenous students	no.	425.0	431.0	390.0	403.8	401.6	408.2	435.7	383.2	415.0
All students	no.	422.3	430.4	385.9	395.5	399.0	404.7	433.6	322.2	410.8
95 per cent confidence intervals										
Indigenous students	\pm	3.8	7.7	4.5	6.0	8.7	10.4	18.2	18.6	4.2
Non-Indigenous students	\pm	1.9	1.9	2.1	2.9	3.2	5.4	6.1	7.3	1.1
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.34 **NAPLAN Mean scale scores for writing, year 3 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	368.5	384.7	339.1	318.1	342.2	379.8	373.3	256.0	340.2
Non-Indigenous students	no.	426.8	428.0	399.8	410.2	413.8	408.8	423.1	398.8	418.3
All students	no.	424.5	427.5	395.8	402.4	411.2	406.8	421.6	337.7	414.5
95 per cent confidence intervals										
Indigenous students	\pm	3.3	6.3	6.3	7.0	9.4	7.4	16.6	17.1	4.2
Non-Indigenous students	\pm	1.4	1.2	1.9	2.2	2.7	4.0	4.6	5.7	0.8
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.35 **NAPLAN Mean scale scores for numeracy, year 3 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	344.4	369.1	317.2	304.1	312.4	358.6	344.9	251.7	320.5
Non-Indigenous students	no.	407.7	411.3	376.4	386.6	381.8	393.8	409.8	374.4	397.7
All students	no.	405.3	410.8	372.4	379.7	379.2	390.0	408.0	322.4	393.9
95 per cent confidence intervals										
Indigenous students	±	3.4	6.1	4.3	5.3	7.6	8.5	14.2	16.3	3.6
Non-Indigenous students	±	1.7	1.6	1.8	2.4	2.8	4.8	5.5	5.7	1.0
All students	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.36 **NAPLAN Mean scale scores for reading, year 5 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	438.0	458.7	413.3	391.4	414.1	442.1	458.5	333.1	414.4
Non-Indigenous students	no.	506.0	506.9	482.3	490.7	486.9	493.7	514.1	480.8	498.1
All students	no.	503.4	506.3	477.8	482.2	484.3	487.2	512.7	420.6	493.9
95 per cent confidence intervals										
Indigenous students	\pm	4.0	6.0	5.6	6.2	10.1	8.1	20.0	14.7	3.5
Non-Indigenous students	\pm	1.9	1.6	2.1	2.6	3.0	5.1	6.3	7.2	1.0
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.37 **NAPLAN Mean scale scores for writing, year 5 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	435.3	454.3	411.2	392.9	419.9	446.3	439.5	322.6	412.1
Non-Indigenous students	no.	495.1	498.0	470.9	486.4	484.4	477.3	490.8	470.3	488.5
All students	no.	492.7	497.5	467.0	478.6	482.1	473.5	489.5	409.4	484.7
95 per cent confidence intervals										
Indigenous students	±	3.7	6.2	6.0	7.1	9.9	7.4	14.6	16.8	3.7
Non-Indigenous students	±	1.5	1.4	1.8	2.2	2.6	4.0	4.9	7.7	0.8
All students	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.38 **NAPLAN Mean scale scores for numeracy, year 5 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	439.5	453.0	417.0	403.7	415.6	440.2	443.2	367.5	420.5
Non-Indigenous students	no.	503.9	496.6	474.1	479.4	472.4	477.4	497.1	471.4	490.3
All students	no.	501.3	496.1	470.4	472.9	470.4	472.8	495.8	429.6	486.8
95 per cent confidence intervals										
Indigenous students	\pm	3.6	5.5	4.4	4.8	6.9	7.1	13.1	11.1	2.7
Non-Indigenous students	\pm	2.0	1.5	1.7	2.2	2.5	4.4	5.5	6.2	1.0
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.39 **NAPLAN Mean scale scores for reading, year 7 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	488.6	494.2	474.6	456.8	469.4	492.0	501.0	404.3	473.2
Non-Indigenous students	no.	548.2	547.8	536.9	541.3	538.9	538.6	559.9	532.5	544.4
All students	no.	545.9	547.1	532.8	534.6	536.8	534.3	558.3	483.0	541.1
95 per cent confidence intervals										
Indigenous students	\pm	4.1	5.5	4.5	6.7	8.6	8.9	16.3	16.9	3.1
Non-Indigenous students	\pm	2.9	2.6	1.9	3.0	2.9	7.6	9.3	10.0	1.3
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.40 **NAPLAN Mean scale scores for writing, year 7 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	474.9	485.5	466.6	447.2	465.9	480.7	474.0	365.6	460.2
Non-Indigenous students	no.	535.1	541.9	530.1	538.5	538.8	520.0	540.5	517.1	536.0
All students	no.	532.7	541.2	526.0	531.1	536.4	516.7	538.7	458.7	532.4
95 per cent confidence intervals										
Indigenous students	\pm	4.0	6.6	6.5	9.5	12.5	10.1	17.6	24.3	4.1
Non-Indigenous students	\pm	2.6	2.7	1.9	2.9	3.0	7.6	8.5	8.7	1.3
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.41 **NAPLAN Mean scale scores for numeracy, year 7 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	482.2	492.4	480.1	462.8	466.8	490.3	487.3	421.3	474.4
Non-Indigenous students	no.	551.8	550.0	543.9	542.8	534.0	528.4	551.2	525.1	547.0
All students	no.	549.1	549.2	539.7	536.3	532.0	525.1	549.4	485.2	543.6
95 per cent confidence intervals										
Indigenous students	\pm	4.5	5.1	4.3	6.1	7.1	7.7	15.5	12.8	2.7
Non-Indigenous students	\pm	3.7	2.9	2.0	3.2	3.0	6.6	10.3	7.7	1.6
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.42 **NAPLAN Mean scale scores for reading, year 9 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	530.7	535.0	506.4	493.6	511.3	537.6	540.1	434.7	510.2
Non-Indigenous students	no.	587.8	588.4	574.7	579.4	579.6	582.3	600.2	580.2	583.8
All students	no.	585.4	588.0	570.4	573.1	577.4	577.7	598.9	526.3	580.5
95 per cent confidence intervals										
Indigenous students	±	3.9	5.8	6.6	7.6	8.7	9.0	17.1	22.0	4.0
Non-Indigenous students	±	2.7	2.8	2.9	4.4	4.7	6.8	8.5	11.1	1.4
All students	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.43 **NAPLAN Mean scale scores for writing, year 9 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	506.7	517.3	488.4	472.8	486.7	524.6	527.7	400.9	488.4
Non-Indigenous students	no.	570.9	582.7	563.7	573.0	574.2	563.1	579.1	566.8	572.8
All students	no.	568.3	581.9	559.0	565.8	571.4	559.2	578.0	505.0	568.9
95 per cent confidence intervals										
Indigenous students	±	4.8	7.9	10.4	10.0	11.3	11.1	19.0	23.8	4.9
Non-Indigenous students	±	2.9	3.3	3.1	5.0	5.9	8.1	8.7	11.7	1.6
All students	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.44 **NAPLAN Mean scale scores for numeracy, year 9 students, by Indigenous status, 2009 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	532.0	540.6	520.4	506.9	515.7	539.3	540.9	471.3	520.2
Non-Indigenous students	no.	599.3	597.0	583.5	587.8	580.8	577.3	601.7	579.8	592.4
All students	no.	596.6	596.8	579.6	581.5	578.7	572.9	600.4	539.7	589.1
95 per cent confidence intervals										
Indigenous students	±	4.1	5.6	5.5	6.5	6.9	7.4	17.3	14.5	3.0
Non-Indigenous students	±	3.5	3.3	3.0	5.0	5.4	6.7	9.7	9.8	1.7
All students	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.45 **NAPLAN Mean scale scores for reading, year 3 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	347.5	368.9	309.5	292.7	329.7	376.6	359.5	208.1	313.7
Non-Indigenous students	no.	414.9	420.6	375.9	394.5	403.9	403.4	422.8	382.5	405.0
All students	no.	412.3	419.9	371.1	386.7	400.5	401.2	421.0	306.6	400.5
95 per cent confidence intervals										
Indigenous students	±	3.6	6.3	7.6	7.1	8.7	9.4	17.6	19.5	4.9
Non-Indigenous students	±	1.7	1.6	2.4	2.7	3.1	5.2	5.7	8.1	1.1
All students	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.46 **NAPLAN Mean scale scores for writing, year 3 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	370.6	383.9	334.6	314.0	354.7	388.1	374.0	258.2	339.3
Non-Indigenous students	no.	430.1	426.4	396.2	405.2	418.2	419.5	424.7	398.3	418.2
All students	no.	427.6	425.8	391.8	398.1	415.1	415.7	423.2	337.4	414.2
95 per cent confidence intervals										
Indigenous students	\pm	3.7	5.9	8.2	7.9	9.7	8.3	17.1	16.1	4.5
Non-Indigenous students	\pm	1.4	1.4	2.2	2.1	2.5	3.5	4.5	5.8	0.9
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.47 **NAPLAN Mean scale scores for numeracy, year 3 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	350.3	376.9	316.2	313.9	330.7	377.1	355.1	275.0	327.6
Non-Indigenous students	no.	411.3	417.5	371.9	387.4	391.7	401.6	413.1	386.9	400.5
All students	no.	408.9	416.9	367.9	381.9	388.8	399.9	411.5	338.4	396.9
95 per cent confidence intervals										
Indigenous students	\pm	3.1	5.5	6.4	5.1	6.5	8.2	16.2	11.0	3.3
Non-Indigenous students	\pm	1.6	1.4	2.1	2.2	2.5	4.5	5.0	5.9	1.0
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.48 **NAPLAN Mean scale scores for reading, year 5 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	432.8	449.7	404.4	381.3	405.9	456.6	441.9	307.3	403.4
Non-Indigenous students	no.	497.4	497.3	470.9	481.4	481.0	480.1	504.9	474.5	488.7
All students	no.	494.7	496.7	466.1	473.6	477.9	476.4	503.3	405.1	484.4
95 per cent confidence intervals										
Indigenous students	\pm	3.5	6.3	6.4	5.8	9.8	9.8	16.7	17.7	4.1
Non-Indigenous students	\pm	1.8	1.6	2.2	2.4	2.8	4.9	5.5	6.9	1.0
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.49 **NAPLAN Mean scale scores for writing, year 5 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	436.4	454.4	416.2	386.7	413.4	447.7	442.9	325.4	411.2
Non-Indigenous students	no.	498.0	503.1	473.1	478.9	483.9	481.9	492.0	471.2	490.6
All students	no.	495.4	502.4	468.9	471.7	480.8	477.3	490.7	410.9	486.5
95 per cent confidence intervals										
Indigenous students	±	3.7	6.4	6.5	6.5	10.7	8.5	14.9	17.0	4.1
Non-Indigenous students	±	1.5	1.5	1.9	2.1	2.7	4.3	4.6	7.3	0.9
All students	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.50 **NAPLAN Mean scale scores for numeracy, year 5 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	424.9	440.6	406.8	393.0	409.1	447.4	428.5	355.9	408.0
Non-Indigenous students	no.	490.5	490.3	462.3	466.5	462.9	467.5	485.3	459.4	479.5
All students	no.	487.8	489.7	458.2	460.7	460.4	464.6	483.8	416.3	475.9
95 per cent confidence intervals										
Indigenous students	\pm	3.2	5.4	5.2	4.6	6.8	7.6	14.0	10.0	2.8
Non-Indigenous students	\pm	1.9	1.6	1.9	2.3	2.7	4.5	5.6	5.4	1.0
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.51 **NAPLAN Mean scale scores for reading, year 7 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	486.5	488.8	472.4	450.0	464.9	513.8	519.4	386.1	466.5
Non-Indigenous students	no.	544.9	543.9	532.3	533.2	536.4	536.6	559.2	531.0	540.2
All students	no.	542.5	543.0	528.1	527.0	533.5	534.2	558.2	468.4	536.5
95 per cent confidence intervals										
Indigenous students	\pm	3.5	5.5	7.6	5.7	8.7	8.3	16.5	17.6	4.2
Non-Indigenous students	\pm	2.9	2.6	2.0	2.6	2.7	7.5	10.2	10.8	1.3
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.52 **NAPLAN Mean scale scores for writing, year 7 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	474.4	486.6	468.6	437.2	464.1	485.7	485.8	362.2	455.9
Non-Indigenous students	no.	538.1	550.7	526.8	529.4	541.1	525.3	535.5	526.1	537.9
All students	no.	535.3	549.7	522.7	522.5	538.1	520.6	534.3	455.0	533.7
95 per cent confidence intervals										
Indigenous students	\pm	3.9	7.4	8.2	7.5	11.4	10.6	17.2	24.0	5.0
Non-Indigenous students	\pm	2.8	2.9	2.2	2.8	3.0	7.6	9.3	12.5	1.4
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.53 **NAPLAN Mean scale scores for numeracy, year 7 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	485.6	492.9	483.2	463.2	468.7	512.3	504.7	428.3	476.2
Non-Indigenous students	no.	554.1	553.2	543.2	539.5	539.2	536.9	557.5	534.2	548.6
All students	no.	551.3	552.3	539.0	533.7	536.2	533.8	556.2	488.1	545.0
95 per cent confidence intervals										
Indigenous students	±	3.5	5.7	7.6	5.2	7.0	7.6	14.3	11.3	3.4
Non-Indigenous students	±	3.7	3.0	2.2	2.8	3.1	7.5	10.1	9.3	1.6
All students	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.54 **NAPLAN Mean scale scores for reading, year 9 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	531.7	536.0	514.2	498.3	506.3	564.9	552.8	446.5	513.8
Non-Indigenous students	no.	585.5	585.2	572.2	575.6	578.5	580.9	603.1	578.1	581.3
All students	no.	583.1	584.6	568.2	569.8	574.9	578.8	601.9	524.2	578.0
95 per cent confidence intervals										
Indigenous students	±	3.6	6.0	9.3	5.7	10.1	9.4	17.7	23.3	4.6
Non-Indigenous students	±	2.8	2.9	3.1	4.4	4.6	7.4	9.8	9.7	1.5
All students	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.55 **NAPLAN Mean scale scores for writing, year 9 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	508.3	525.9	497.3	470.7	490.7	515.7	515.7	417.0	491.3
Non-Indigenous students	no.	572.2	589.9	559.6	567.8	574.8	561.7	572.2	569.2	573.6
All students	no.	569.4	588.9	555.3	560.8	571.2	557.2	571.0	506.9	569.4
95 per cent confidence intervals										
Indigenous students	±	4.4	9.5	11.3	7.7	14.5	11.5	29.2	25.9	5.4
Non-Indigenous students	±	3.0	3.5	3.5	5.0	5.2	8.1	11.5	12.1	1.7
All students	±	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.56 **NAPLAN Mean scale scores for numeracy, year 9 students, by Indigenous status, 2008 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Mean scale score										
Indigenous students	no.	528.3	530.2	515.9	500.6	508.8	551.0	546.5	470.5	515.1
Non-Indigenous students	no.	594.3	591.5	574.7	576.4	574.6	570.2	596.0	575.4	585.7
All students	no.	591.4	590.7	570.7	570.7	571.1	568.0	594.9	532.6	582.2
95 per cent confidence intervals										
Indigenous students	\pm	3.5	6.1	9.1	5.3	8.2	9.5	14.6	15.9	4.0
Non-Indigenous students	\pm	3.5	3.6	3.3	5.1	5.1	7.2	10.2	10.6	1.8
All students	\pm	na	na	na	na	na	na	na	na	na

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

na Not available.

Source: MCEECDYA (2009) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.57 NAPLAN year 3 students, proportions by achievement levels in reading, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	37.4	30.0	52.5	62.7	50.2	35.4	33.9	81.1	50.4
<i>Below the national minimum standard</i>	%	14.2	12.8	22.9	33.7	22.5	13.1	16.4	60.1	24.9
<i>At the national minimum standard level</i>	%	23.2	17.2	29.6	29.0	27.7	22.3	17.5	21.0	25.5
In the medium levels (c)	%	44.6	46.6	37.9	30.3	39.1	42.7	45.9	15.9	37.2
In the high levels (d)	%	18.0	23.5	9.5	7.0	10.7	21.9	20.2	3.0	12.4
Non-Indigenous students										
At or below the national minimum standard level	%	12.8	11.4	22.2	19.1	18.1	18.1	11.8	26.0	15.6
In the medium levels (c)	%	39.0	38.6	46.2	41.7	45.0	40.5	35.6	44.3	41.1
In the high levels (d)	%	48.1	50.2	31.5	39.2	37.0	41.3	52.6	29.7	43.4
All students										
At or below the national minimum standard level	%	13.8	12.0	24.2	22.7	19.2	19.2	12.4	49.4	17.5
In the medium levels (c)	%	39.2	38.4	45.7	40.7	44.7	41.2	35.9	32.0	40.8
In the high levels (d)	%	47.0	49.6	30.1	36.4	36.1	39.6	51.8	18.6	41.8
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.1	4.4	3.0	3.5	5.6	5.9	9.9	4.8	1.8
<i>Below the national minimum standard</i>	±	1.7	2.4	2.8	3.8	4.2	3.5	7.2	7.2	1.8

Table NEA.4.57 NAPLAN year 3 students, proportions by achievement levels in reading, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	1.6	4.1	2.3	3.1	4.9	5.8	9.2	3.8	1.0
In the medium levels (c)	\pm	2.1	4.8	2.6	2.8	5.6	6.8	13.2	4.2	1.5
In the high levels (d)	\pm	1.8	3.6	1.2	1.5	2.9	4.6	12.3	1.3	0.8
Non-Indigenous students										
At or below the national minimum standard level	\pm	0.5	0.6	0.9	1.1	1.3	2.0	2.2	3.5	0.4
In the medium levels (c)	\pm	0.6	0.7	0.7	0.9	1.0	1.9	2.3	3.2	0.3
In the high levels (d)	\pm	0.9	0.9	1.0	1.4	1.6	2.7	3.1	3.3	0.5
All students										
At or below the national minimum standard level	\pm	0.6	0.6	1.0	1.2	1.3	1.9	2.3	6.1	0.4
In the medium levels (c)	\pm	0.6	0.7	0.7	0.9	1.0	1.6	2.3	3.7	0.3
In the high levels (d)	\pm	0.9	1.0	1.0	1.4	1.6	2.5	3.2	3.3	0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.58 NAPLAN year 3 students, proportions by achievement levels in writing, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	26.0	21.7	40.7	49.9	39.9	20.5	24.9	74.0	39.3
<i>Below the national minimum standard</i>	%	9.2	9.3	19.7	25.9	18.4	6.5	11.8	54.6	20.1
<i>At the national minimum standard level</i>	%	16.8	12.4	21.0	24.0	21.5	14.0	13.1	19.4	19.2
In the medium levels (c)	%	54.3	53.1	45.7	43.1	47.1	56.1	55.1	22.6	46.3
In the high levels (d)	%	19.8	25.2	13.6	6.9	13.1	23.5	20.0	3.4	14.5
Non-Indigenous students										
At or below the national minimum standard level	%	7.0	6.9	14.0	9.5	9.8	10.6	8.5	13.3	9.1
In the medium levels (c)	%	40.9	42.2	50.3	50.1	46.8	49.1	43.7	53.2	44.9
In the high levels (d)	%	52.1	50.9	35.7	40.3	43.4	40.3	47.8	33.6	46.1
All students										
At or below the national minimum standard level	%	7.8	7.5	15.8	12.7	10.9	11.1	9.0	39.1	10.6
In the medium levels (c)	%	41.3	42.2	50.1	50.0	46.8	50.1	43.9	40.0	44.9
In the high levels (d)	%	50.8	50.4	34.1	37.3	42.3	38.9	47.1	20.8	44.5
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.0	3.4	3.1	4.2	5.8	4.5	10.6	5.9	1.8
<i>Below the national minimum standard</i>	±	1.3	1.6	2.6	3.7	5.0	2.3	6.7	7.9	1.8

Table NEA.4.58 NAPLAN year 3 students, proportions by achievement levels in writing, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	1.7	2.6	1.6	2.4	4.3	4.2	8.8	4.1	1.0
In the medium levels (c)	\pm	1.9	4.3	2.7	3.9	4.9	6.3	12.4	5.1	1.5
In the high levels (d)	\pm	1.6	4.1	1.7	1.6	3.2	4.5	9.3	1.4	0.9
Non-Indigenous students										
At or below the national minimum standard level	\pm	0.4	0.4	0.7	0.8	1.0	1.5	1.9	2.7	0.3
In the medium levels (c)	\pm	0.7	0.7	0.7	1.1	1.5	2.0	2.5	3.3	0.4
In the high levels (d)	\pm	0.9	0.9	1.1	1.4	1.8	2.6	3.3	4.1	0.5
All students										
At or below the national minimum standard level	\pm	0.4	0.4	0.8	1.0	1.1	1.4	2.0	6.7	0.3
In the medium levels (c)	\pm	0.7	0.7	0.7	1.0	1.5	1.9	2.5	4.3	0.4
In the high levels (d)	\pm	0.9	0.9	1.1	1.4	1.8	2.5	3.3	3.9	0.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.59 **NAPLAN year 3 students, proportions by achievement levels in numeracy, by Indigenous status, 2009 (per cent) (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	40.2	28.7	56.0	62.1	58.5	35.1	36.7	79.4	52.3
<i>Below the national minimum standard</i>	%	15.9	10.6	26.0	31.2	28.6	12.3	16.7	59.0	26.0
<i>At the national minimum standard level</i>	%	24.3	18.1	30.0	30.9	29.9	22.8	20.0	20.4	26.3
In the medium levels (c)	%	47.5	53.5	38.7	34.1	36.0	47.9	53.5	18.0	39.6
In the high levels (d)	%	12.3	17.7	5.4	3.8	5.5	17.1	9.8	2.6	8.1
Non-Indigenous students										
At or below the national minimum standard level	%	13.2	11.8	22.0	18.6	20.6	18.5	12.6	23.0	16.0
In the medium levels (c)	%	47.1	48.0	55.7	53.2	53.7	48.2	47.7	56.0	50.3
In the high levels (d)	%	39.5	40.2	22.3	28.1	25.7	33.3	39.6	21.0	33.8
All students										
At or below the national minimum standard level	%	14.4	12.4	24.3	22.3	22.1	19.8	13.3	47.0	17.8
In the medium levels (c)	%	47.1	47.8	54.5	51.7	53.0	48.8	47.9	39.4	49.6
In the high levels (d)	%	38.5	39.7	21.1	25.9	24.9	31.4	38.8	13.6	32.5
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.2	3.9	2.9	3.5	4.8	6.4	10.3	5.3	1.7
<i>Below the national minimum standard</i>	±	1.7	2.5	2.9	3.6	4.7	3.1	7.4	7.5	1.8

Table NEA.4.59 NAPLAN year 3 students, proportions by achievement levels in numeracy, by Indigenous status, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	±	2.0	3.3	2.7	2.9	5.0	5.4	9.3	4.2	1.1
In the medium levels (c)	±	1.9	4.2	2.6	3.5	4.3	6.1	11.2	4.6	1.4
In the high levels (d)	±	1.4	3.3	1.1	1.2	2.0	4.9	6.6	1.2	0.7
Non-Indigenous students										
At or below the national minimum standard level	±	0.6	0.6	0.9	1.0	1.3	2.1	2.1	3.4	0.4
In the medium levels (c)	±	0.7	0.7	0.6	1.0	1.0	2.1	2.7	3.6	0.4
In the high levels (d)	±	0.9	1.0	0.9	1.3	1.5	2.6	3.4	3.2	0.5
All students										
At or below the national minimum standard level	±	0.6	0.6	1.0	1.2	1.4	2.1	2.2	6.2	0.4
In the medium levels (c)	±	0.7	0.7	0.7	0.9	1.0	2.0	2.7	4.6	0.4
In the high levels (d)	±	0.9	1.0	0.9	1.3	1.4	2.3	3.4	2.9	0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.60 NAPLAN year 5 students, proportions by achievement levels in reading, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	46.6	37.5	59.9	69.4	56.7	45.5	43.2	83.1	57.1
<i>Below the national minimum standard</i>	%	22.1	15.2	34.4	43.7	32.3	21.0	22.6	69.0	33.3
<i>At the national minimum standard level</i>	%	24.5	22.3	25.5	25.7	24.4	24.5	20.6	14.1	23.8
In the medium levels (c)	%	41.6	48.0	33.5	25.6	36.9	41.1	33.6	14.3	34.4
In the high levels (d)	%	11.7	14.5	6.6	5.0	6.4	13.4	23.1	2.6	8.5
Non-Indigenous students										
At or below the national minimum standard level	%	16.7	15.6	25.2	21.7	22.4	21.7	14.2	26.0	19.3
In the medium levels (c)	%	44.6	47.0	47.6	47.1	49.2	44.9	43.7	47.4	46.4
In the high levels (d)	%	38.6	37.3	27.2	31.2	28.5	33.3	42.2	26.6	34.3
All students										
At or below the national minimum standard level	%	17.9	16.1	27.6	25.8	23.6	24.5	14.9	49.3	21.2
In the medium levels (c)	%	44.3	47.0	46.7	45.5	48.7	44.8	43.3	33.7	45.8
In the high levels (d)	%	37.6	37.0	25.8	28.7	27.8	30.8	41.7	17.2	33.1
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.4	4.0	3.0	3.1	4.9	5.3	9.1	4.0	1.5
<i>Below the national minimum standard</i>	±	1.9	2.7	3.2	3.6	5.1	4.2	8.2	6.3	1.7

Table NEA.4.60 NAPLAN year 5 students, proportions by achievement levels in reading, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	1.5	4.0	1.8	3.1	4.2	4.3	8.8	2.9	0.9
In the medium levels (c)	\pm	2.1	3.9	2.6	2.8	4.3	4.9	11.4	3.5	1.3
In the high levels (d)	\pm	1.4	2.9	1.0	1.2	2.4	3.3	10.2	1.1	0.6
Non-Indigenous students										
At or below the national minimum standard level	\pm	0.6	0.6	1.0	1.1	1.3	2.5	2.3	3.4	0.4
In the medium levels (c)	\pm	0.6	0.7	0.6	1.1	0.9	2.5	2.9	3.3	0.3
In the high levels (d)	\pm	1.0	0.9	0.9	1.4	1.5	2.5	3.6	3.7	0.5
All students										
At or below the national minimum standard level	\pm	0.7	0.6	1.0	1.3	1.4	2.6	2.3	6.0	0.4
In the medium levels (c)	\pm	0.6	0.7	0.6	1.0	0.9	2.2	2.8	3.9	0.3
In the high levels (d)	\pm	1.0	0.9	0.9	1.3	1.5	2.4	3.5	3.1	0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.61 NAPLAN year 5 students, proportions by achievement levels in writing, by Indigenous status, 2009, per cent
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	41.7	35.2	54.8	62.9	50.4	37.7	44.7	82.4	52.4
<i>Below the national minimum standard</i>	%	17.5	15.9	31.1	38.0	26.6	15.5	20.6	67.9	29.9
<i>At the national minimum standard level</i>	%	23.2	19.3	23.7	24.9	23.8	22.2	24.1	14.5	22.5
In the medium levels (c)	%	51.5	54.3	40.2	34.0	44.4	52.0	45.8	16.0	42.1
In the high levels (d)	%	6.7	10.4	4.9	3.0	5.2	10.2	9.5	1.6	5.5
Non-Indigenous students										
At or below the national minimum standard level	%	13.7	13.8	23.7	17.7	18.2	21.7	16.5	25.3	16.8
In the medium levels (c)	%	58.4	57.4	59.3	58.2	59.2	57.7	57.9	56.6	58.4
In the high levels (d)	%	28.0	28.8	17.0	24.0	22.7	20.6	25.7	18.0	24.8
All students										
At or below the national minimum standard level	%	14.9	14.4	25.7	21.4	19.3	23.5	17.2	48.9	18.6
In the medium levels (c)	%	58.1	57.2	58.1	56.4	58.6	57.3	57.6	40.0	57.5
In the high levels (d)	%	27.1	28.5	16.2	22.2	22.0	19.1	25.2	11.1	23.9
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.4	4.1	2.9	3.3	4.8	5.6	11.7	4.3	1.6
<i>Below the national minimum standard</i>	±	1.8	3.2	3.2	3.9	4.8	3.9	8.4	6.8	1.7

Table NEA.4.61 NAPLAN year 5 students, proportions by achievement levels in writing, by Indigenous status, 2009, per cent
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	1.8	4.0	2.2	2.8	3.2	4.8	11.6	3.4	1.1
In the medium levels (c)	\pm	2.2	3.7	2.9	3.3	4.8	5.4	12.5	4.0	1.5
In the high levels (d)	\pm	1.0	2.5	1.0	1.2	2.8	2.9	6.2	0.9	0.6
Non-Indigenous students										
At or below the national minimum standard level	\pm	0.5	0.6	1.0	1.0	1.2	2.1	2.5	4.5	0.4
In the medium levels (c)	\pm	0.6	0.6	0.7	1.0	1.0	1.6	2.0	4.1	0.3
In the high levels (d)	\pm	0.9	0.8	0.7	1.2	1.3	1.9	2.7	3.9	0.4
All students										
At or below the national minimum standard level	\pm	0.6	0.6	1.0	1.2	1.3	2.2	2.6	6.2	0.4
In the medium levels (c)	\pm	0.6	0.6	0.7	1.0	1.0	1.5	1.9	4.7	0.3
In the high levels (d)	\pm	0.9	0.8	0.7	1.2	1.3	1.7	2.6	2.8	0.4

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.62 **NAPLAN year 5 students, proportions by achievement levels in numeracy, by Indigenous status, 2009 (per cent) (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	43.3	37.3	58.7	66.3	58.5	42.3	41.9	80.0	55.0
<i>Below the national minimum standard</i>	%	17.5	13.1	26.1	32.6	26.5	14.2	16.5	54.5	25.8
<i>At the national minimum standard level</i>	%	25.8	24.2	32.6	33.7	32.0	28.1	25.4	25.5	29.2
In the medium levels (c)	%	48.2	54.2	38.0	31.4	38.7	50.6	49.9	18.9	40.0
In the high levels (d)	%	8.5	8.4	3.4	2.3	2.7	7.0	8.2	1.2	5.1
Non-Indigenous students										
At or below the national minimum standard level	%	14.5	14.6	22.5	20.2	23.4	22.1	14.3	24.8	17.7
In the medium levels (c)	%	51.6	57.2	60.3	59.9	60.2	58.1	57.1	59.4	56.6
In the high levels (d)	%	33.9	28.2	17.2	19.9	16.4	19.8	28.6	15.8	25.8
All students										
At or below the national minimum standard level	%	15.7	15.2	24.8	24.0	24.7	24.6	15.1	47.0	19.6
In the medium levels (c)	%	51.4	57.0	58.9	57.7	59.4	57.4	56.8	42.7	55.7
In the high levels (d)	%	32.8	27.9	16.3	18.3	16.0	18.0	28.1	10.2	24.7
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.6	4.4	2.9	3.4	5.5	6.3	10.9	4.6	1.7
<i>Below the national minimum standard</i>	±	2.3	2.9	3.0	3.5	4.6	4.5	8.3	7.5	1.7

Table NEA.4.62 NAPLAN year 5 students, proportions by achievement levels in numeracy, by Indigenous status, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	±	1.8	3.8	2.1	3.3	5.1	6.2	13.3	4.5	1.1
In the medium levels (c)	±	2.3	4.3	2.6	3.1	5.5	5.9	11.1	4.5	1.5
In the high levels (d)	±	1.3	2.1	0.7	0.8	1.4	2.6	6.6	0.9	0.5
Non-Indigenous students										
At or below the national minimum standard level	±	0.6	0.6	0.9	1.1	1.4	2.3	2.3	3.4	0.4
In the medium levels (c)	±	0.7	0.7	0.6	1.0	1.0	1.9	2.5	3.0	0.4
In the high levels (d)	±	1.1	0.9	0.8	1.2	1.2	2.2	3.2	3.5	0.5
All students										
At or below the national minimum standard level	±	0.6	0.6	1.0	1.3	1.5	2.4	2.4	6.0	0.4
In the medium levels (c)	±	0.7	0.7	0.7	1.0	1.0	1.9	2.4	4.7	0.4
In the high levels (d)	±	1.0	0.9	0.8	1.1	1.2	2.1	3.2	2.6	0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.63 NAPLAN year 7 students, proportions by achievement levels in reading, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	46.8	41.7	55.4	64.5	57.9	43.6	38.3	82.1	54.3
<i>Below the national minimum standard</i>	%	18.8	15.7	26.0	34.9	28.5	17.6	13.5	63.5	26.8
<i>At the national minimum standard level</i>	%	28.0	26.0	29.4	29.6	29.4	26.0	24.8	18.6	27.5
In the medium levels (c)	%	44.7	50.8	39.2	32.1	36.8	46.8	52.2	15.8	39.3
In the high levels (d)	%	8.5	7.6	5.4	3.5	5.3	9.4	9.4	2.0	6.3
Non-Indigenous students										
At or below the national minimum standard level	%	16.8	15.6	19.9	18.9	19.2	20.5	13.3	24.3	17.5
In the medium levels (c)	%	51.9	54.8	55.9	53.7	55.3	52.7	49.0	51.9	53.9
In the high levels (d)	%	31.4	29.5	24.2	27.4	25.4	26.7	37.7	23.7	28.6
All students										
At or below the national minimum standard level	%	18.0	16.0	22.3	22.3	20.5	22.6	14.0	46.3	19.2
In the medium levels (c)	%	51.5	54.8	54.8	52.3	54.6	52.4	49.1	38.2	53.1
In the high levels (d)	%	30.5	29.2	23.0	25.4	24.9	25.0	36.8	15.6	27.6
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.8	4.7	2.9	4.0	5.1	6.3	14.0	6.6	1.7
<i>Below the national minimum standard</i>	±	1.8	3.2	2.7	4.5	5.8	4.3	9.5	9.6	1.7

Table NEA.4.63 NAPLAN year 7 students, proportions by achievement levels in reading, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	±	2.1	4.9	1.9	3.6	4.4	4.7	11.0	4.3	1.0
In the medium levels (c)	±	2.3	4.6	2.6	3.8	4.6	6.0	13.0	6.1	1.4
In the high levels (d)	±	1.5	2.2	1.0	1.4	1.9	3.0	6.8	1.1	0.7
Non-Indigenous students										
At or below the national minimum standard level	±	1.0	1.0	0.9	1.4	1.4	3.1	3.1	5.6	0.5
In the medium levels (c)	±	1.1	0.9	0.7	1.3	1.0	2.4	3.7	3.8	0.5
In the high levels (d)	±	1.6	1.5	1.0	1.7	1.5	4.0	5.6	5.1	0.8
All students										
At or below the national minimum standard level	±	1.0	1.0	1.0	1.5	1.4	3.3	3.3	8.0	0.5
In the medium levels (c)	±	1.0	0.9	0.7	1.2	1.0	2.1	3.5	5.8	0.5
In the high levels (d)	±	1.6	1.5	1.0	1.6	1.5	3.5	5.6	3.7	0.8

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.64 NAPLAN year 7 students, proportions by achievement levels in writing, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	49.7	46.9	53.2	61.6	53.2	48.7	52.2	83.0	55.0
<i>Below the national minimum standard</i>	%	22.8	19.9	28.2	37.5	27.0	23.5	24.0	69.2	30.2
<i>At the national minimum standard level</i>	%	26.9	27.0	25.0	24.1	26.2	25.2	28.2	13.8	24.8
In the medium levels (c)	%	45.1	44.8	40.8	33.9	41.6	43.1	43.4	14.9	39.7
In the high levels (d)	%	5.2	8.3	6.0	4.5	5.2	8.1	4.4	2.1	5.4
Non-Indigenous students										
At or below the national minimum standard level	%	19.1	18.4	22.0	19.1	18.8	29.2	19.0	29.5	19.8
In the medium levels (c)	%	58.1	54.6	56.6	55.5	56.2	51.1	54.6	52.4	56.2
In the high levels (d)	%	22.8	27.0	21.3	25.4	25.0	19.6	26.4	18.1	23.9
All students										
At or below the national minimum standard level	%	20.3	18.8	24.1	22.4	19.9	30.8	19.9	49.9	21.5
In the medium levels (c)	%	57.5	54.4	55.5	54.0	55.7	50.8	54.4	37.9	55.5
In the high levels (d)	%	22.2	26.8	20.4	23.6	24.4	18.5	25.7	12.1	23.1
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.4	4.4	2.7	4.1	6.1	6.7	14.5	6.4	1.7
<i>Below the national minimum standard</i>	±	2.0	3.2	2.9	5.0	5.6	5.3	10.2	9.3	1.8

Table NEA.4.64 NAPLAN year 7 students, proportions by achievement levels in writing, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	1.8	3.9	1.8	3.9	4.7	6.2	16.4	4.3	1.2
In the medium levels (c)	\pm	2.1	4.1	2.6	4.1	6.6	5.6	14.0	5.5	1.6
In the high levels (d)	\pm	1.0	2.5	1.0	1.5	2.2	2.9	6.9	1.3	0.6
Non-Indigenous students										
At or below the national minimum standard level	\pm	1.0	1.1	0.9	1.3	1.3	3.4	3.6	5.4	0.5
In the medium levels (c)	\pm	0.9	0.8	0.6	1.2	1.1	2.2	2.8	3.6	0.4
In the high levels (d)	\pm	1.3	1.4	0.8	1.5	1.5	3.2	4.2	3.3	0.6
All students										
At or below the national minimum standard level	\pm	1.0	1.1	0.9	1.5	1.4	3.7	3.8	7.7	0.5
In the medium levels (c)	\pm	0.9	0.8	0.6	1.1	1.1	2.2	2.7	5.6	0.4
In the high levels (d)	\pm	1.3	1.4	0.8	1.4	1.5	2.8	4.2	2.8	0.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.65 **NAPLAN year 7 students, proportions by achievement levels in numeracy, by Indigenous status, 2009 (per cent) (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	51.0	42.8	52.1	63.3	60.0	44.4	42.5	81.9	54.8
<i>Below the national minimum standard</i>	%	19.6	14.6	21.6	28.3	26.4	17.0	16.0	55.8	24.2
<i>At the national minimum standard level</i>	%	31.4	28.2	30.5	35.0	33.6	27.4	26.5	26.1	30.6
In the medium levels (c)	%	42.2	50.5	42.4	32.8	37.0	47.5	53.5	17.0	39.7
In the high levels (d)	%	6.8	6.7	5.6	3.8	2.9	8.0	4.0	1.1	5.4
Non-Indigenous students										
At or below the national minimum standard level	%	17.1	15.1	16.5	17.6	20.4	23.4	15.6	23.6	16.9
In the medium levels (c)	%	50.8	55.2	56.7	55.6	57.8	56.6	53.5	59.1	54.3
In the high levels (d)	%	32.1	29.8	26.8	26.7	21.8	20.1	30.9	17.4	28.8
All students										
At or below the national minimum standard level	%	18.6	15.5	18.8	21.2	21.7	25.2	16.3	45.9	18.6
In the medium levels (c)	%	50.3	55.0	55.8	54.1	57.1	55.9	53.6	42.5	53.6
In the high levels (d)	%	31.2	29.4	25.4	24.7	21.2	18.9	30.1	11.5	27.7
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.8	4.9	2.9	3.9	5.7	5.6	13.0	6.4	1.7
<i>Below the national minimum standard</i>	±	2.1	3.2	2.5	4.5	5.4	4.3	8.1	8.9	1.7

Table NEA.4.65 NAPLAN year 7 students, proportions by achievement levels in numeracy, by Indigenous status, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	2.2	4.3	1.9	3.8	4.5	4.5	9.8	4.0	1.3
In the medium levels (c)	\pm	2.2	5.6	2.6	3.9	5.7	4.8	13.2	5.7	1.4
In the high levels (d)	\pm	1.6	2.3	1.0	1.8	1.5	2.5	4.3	1.0	0.6
Non-Indigenous students										
At or below the national minimum standard level	\pm	1.0	1.0	0.8	1.4	1.4	3.1	3.5	5.2	0.5
In the medium levels (c)	\pm	1.2	1.1	0.7	1.3	1.2	1.7	3.6	3.9	0.5
In the high levels (d)	\pm	1.8	1.6	1.1	1.8	1.5	3.1	5.8	4.4	0.8
All students										
At or below the national minimum standard level	\pm	1.1	1.0	0.9	1.6	1.5	3.4	3.6	8.0	0.5
In the medium levels (c)	\pm	1.1	1.1	0.7	1.2	1.2	1.8	3.5	5.9	0.5
In the high levels (d)	\pm	1.7	1.6	1.1	1.7	1.5	2.7	5.7	3.4	0.8

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.66 NAPLAN year 9 students, proportions by achievement levels in reading, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	51.0	49.3	64.7	71.8	61.6	49.2	44.3	83.6	60.8
<i>Below the national minimum standard</i>	%	20.9	20.7	35.5	43.6	32.4	20.8	22.0	67.7	33.0
<i>At the national minimum standard level</i>	%	29.1	28.6	29.2	28.2	29.2	28.4	22.3	15.9	27.8
In the medium levels (c)	%	43.4	45.7	32.5	25.7	35.7	41.2	48.4	14.8	35.2
In the high levels (d)	%	5.6	5.0	2.9	2.4	2.7	9.6	7.4	1.5	4.0
Non-Indigenous students										
At or below the national minimum standard level	%	20.0	18.9	25.5	23.5	22.7	22.7	16.0	25.1	21.4
In the medium levels (c)	%	55.4	58.0	56.9	56.7	58.1	55.0	53.1	53.6	56.6
In the high levels (d)	%	24.6	23.2	17.5	19.8	19.2	22.2	30.9	21.4	21.9
All students										
At or below the national minimum standard level	%	21.2	19.3	28.1	27.1	24.0	25.2	16.5	46.6	23.3
In the medium levels (c)	%	55.0	57.7	55.3	54.7	57.3	54.0	53.0	39.2	55.6
In the high levels (d)	%	23.8	23.0	16.6	18.2	18.7	20.8	30.3	14.2	21.1
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.5	4.2	3.1	3.9	5.7	6.3	12.2	5.4	1.7
<i>Below the national minimum standard</i>	±	2.1	3.4	3.8	5.4	5.4	5.3	9.5	8.5	2.1

Table NEA.4.66 NAPLAN year 9 students, proportions by achievement levels in reading, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	±	1.6	3.7	1.9	3.7	4.9	5.5	10.7	4.6	1.1
In the medium levels (c)	±	2.2	4.1	3.1	3.5	5.4	5.9	12.9	5.1	1.5
In the high levels (d)	±	1.2	1.6	0.9	0.9	1.9	3.1	6.4	1.3	0.5
Non-Indigenous students										
At or below the national minimum standard level	±	1.1	1.2	1.5	2.2	2.5	3.0	3.6	6.4	0.7
In the medium levels (c)	±	1.0	1.0	0.8	1.4	1.6	2.1	3.0	3.5	0.5
In the high levels (d)	±	1.5	1.5	1.3	2.1	2.2	3.6	4.8	4.8	0.8
All students										
At or below the national minimum standard level	±	1.1	1.3	1.6	2.4	2.7	3.3	3.7	7.5	0.7
In the medium levels (c)	±	1.0	1.0	0.9	1.5	1.7	2.1	3.0	5.2	0.5
In the high levels (d)	±	1.5	1.5	1.3	2.0	2.2	3.3	4.7	3.5	0.7

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 9 students these are level 9 and level 10.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.67 NAPLAN year 9 students, proportions by achievement levels in writing, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	62.8	58.7	66.9	74.7	70.8	54.5	55.0	86.9	67.3
<i>Below the national minimum standard</i>	%	33.0	31.4	40.5	49.9	43.7	27.6	28.8	73.7	41.0
<i>At the national minimum standard level</i>	%	29.8	27.3	26.4	24.8	27.1	26.9	26.2	13.2	26.3
In the medium levels (c)	%	33.2	35.3	29.5	22.9	25.7	35.7	37.4	11.3	28.9
In the high levels (d)	%	4.1	5.9	3.6	2.4	3.5	9.8	7.5	1.8	3.9
Non-Indigenous students										
At or below the national minimum standard level	%	29.6	25.9	33.6	29.6	28.8	35.8	26.5	34.7	29.5
In the medium levels (c)	%	51.2	49.6	49.1	49.8	50.2	44.0	50.9	44.6	49.9
In the high levels (d)	%	19.3	24.6	17.2	20.7	21.0	20.1	22.6	20.6	20.5
All students										
At or below the national minimum standard level	%	30.9	26.4	35.7	32.8	30.2	37.8	27.2	54.0	31.3
In the medium levels (c)	%	50.5	49.4	47.9	47.9	49.4	43.3	50.6	32.4	49.0
In the high levels (d)	%	18.6	24.3	16.3	19.2	20.5	18.9	22.3	13.6	19.7
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.5	6.1	3.1	3.4	4.5	6.5	11.1	4.2	1.6
<i>Below the national minimum standard</i>	±	2.6	5.0	3.8	4.8	6.7	5.8	10.1	7.2	2.0

Table NEA.4.67 NAPLAN year 9 students, proportions by achievement levels in writing, by Indigenous status, 2009 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	1.6	5.0	2.3	3.4	5.6	4.9	12.5	3.9	1.1
In the medium levels (c)	\pm	2.1	5.5	2.8	3.1	4.2	5.6	8.4	3.7	1.4
In the high levels (d)	\pm	0.9	2.5	0.8	1.0	1.7	3.4	7.2	1.0	0.5
Non-Indigenous students										
At or below the national minimum standard level	\pm	1.3	1.4	1.5	2.3	2.8	3.8	4.4	6.4	0.7
In the medium levels (c)	\pm	0.8	0.8	0.9	1.3	1.5	2.0	2.3	3.9	0.4
In the high levels (d)	\pm	1.2	1.5	1.2	2.0	2.3	3.0	3.6	3.8	0.7
All students										
At or below the national minimum standard level	\pm	1.3	1.4	1.6	2.5	2.9	3.9	4.5	7.5	0.8
In the medium levels (c)	\pm	0.8	0.8	0.9	1.4	1.6	2.1	2.2	4.9	0.4
In the high levels (d)	\pm	1.2	1.5	1.1	1.9	2.3	2.8	3.5	3.1	0.7

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 9 students these are level 9 and level 10.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language*

Table NEA.4.68 **NAPLAN year 9 students, proportions by achievement levels in numeracy, by Indigenous status, 2009 (per cent) (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	51.9	46.0	59.0	67.0	61.9	46.1	44.3	80.6	58.2
<i>Below the national minimum standard</i>	%	19.2	16.2	23.4	32.6	24.0	15.2	18.1	54.8	25.0
<i>At the national minimum standard level</i>	%	32.7	29.8	35.6	34.4	37.9	30.9	26.2	25.8	33.2
In the medium levels (c)	%	42.7	48.9	37.9	30.6	36.6	47.8	50.1	18.8	38.0
In the high levels (d)	%	5.5	5.1	3.0	2.4	1.6	6.1	5.7	0.6	3.8
Non-Indigenous students										
At or below the national minimum standard level	%	17.5	15.0	19.5	19.3	21.3	22.9	16.0	22.0	17.9
In the medium levels (c)	%	52.6	58.9	61.2	58.3	60.2	59.8	54.0	60.1	57.4
In the high levels (d)	%	29.8	26.1	19.2	22.4	18.5	17.4	30.1	18.0	24.7
All students										
At or below the national minimum standard level	%	18.9	15.4	22.0	22.8	22.7	25.3	16.5	43.6	19.8
In the medium levels (c)	%	52.2	58.5	59.7	56.5	59.2	58.7	53.9	44.6	56.4
In the high levels (d)	%	28.9	26.1	18.3	20.6	18.0	16.0	29.6	11.7	23.8
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.7	4.5	3.2	4.1	6.1	5.4	12.7	5.4	1.7
<i>Below the national minimum standard</i>	±	2.0	3.6	3.4	4.1	4.6	4.2	9.3	8.4	1.8

Table NEA.4.68 NAPLAN year 9 students, proportions by achievement levels in numeracy, by Indigenous status, 2009 (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	±	2.0	3.7	1.9	3.7	5.4	4.6	9.9	5.0	1.1
In the medium levels (c)	±	2.4	4.7	2.9	4.0	6.2	4.9	11.5	5.4	1.5
In the high levels (d)	±	1.3	1.7	0.7	0.9	1.3	2.7	4.4	0.6	0.5
Non-Indigenous students										
At or below the national minimum standard level	±	1.1	1.1	1.3	2.1	2.6	3.3	3.5	5.1	0.6
In the medium levels (c)	±	1.2	1.3	1.0	1.7	1.9	2.0	3.7	3.7	0.6
In the high levels (d)	±	1.8	1.8	1.6	2.7	2.7	3.3	5.6	5.0	0.9
All students										
At or below the national minimum standard level	±	1.1	1.1	1.5	2.3	2.8	3.5	3.7	7.5	0.7
In the medium levels (c)	±	1.2	1.2	1.0	1.6	1.9	2.0	3.7	6.0	0.6
In the high levels (d)	±	1.7	1.8	1.6	2.5	2.7	3.1	5.5	3.4	0.9

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 9 students these are level 9 and level 10.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.69 NAPLAN year 3 students, proportions by achievement levels in reading, by Indigenous status, 2008 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	40.8	31.7	60.4	67.0	52.1	28.1	34.0	84.0	55.0
<i>Below the national minimum standard</i>	%	16.5	11.9	33.8	42.7	28.6	11.6	15.1	69.5	31.7
<i>At the national minimum standard level</i>	%	24.3	19.8	26.6	24.3	23.5	16.5	18.9	14.5	23.3
In the medium levels (c)	%	42.8	45.4	31.4	25.2	36.2	42.0	42.2	13.3	33.2
In the high levels (d)	%	16.3	23.1	8.2	7.7	11.8	29.9	23.7	2.7	11.7
Non-Indigenous students										
At or below the national minimum standard level	%	13.9	12.3	28.4	21.5	18.9	19.6	13.6	27.4	17.9
In the medium levels (c)	%	40.7	40.4	43.3	41.5	41.4	39.5	36.5	39.5	41.2
In the high levels (d)	%	45.5	47.3	28.2	37.0	39.5	41.0	50.0	33.1	40.9
All students										
At or below the national minimum standard level	%	15.1	12.8	30.8	25.0	20.6	20.2	14.4	52.2	19.8
In the medium levels (c)	%	40.6	40.3	42.5	40.4	41.2	39.9	36.5	28.1	40.7
In the high levels (d)	%	44.3	46.9	26.8	34.6	38.1	39.9	49.1	19.7	39.5
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.1	4.4	3.0	3.5	5.6	5.9	9.9	4.8	1.8
<i>Below the national minimum standard</i>	±	1.8	2.5	3.3	3.7	4.3	4.1	7.8	6.2	2.0

Table NEA.4.69 NAPLAN year 3 students, proportions by achievement levels in reading, by Indigenous status, 2008 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	±	1.6	3.6	2.1	2.4	4.2	5.0	9.8	3.1	1.1
In the medium levels (c)	±	2.1	4.8	2.6	2.8	5.6	6.8	13.2	4.2	1.5
In the high levels (d)	±	1.8	3.6	1.2	1.5	2.9	4.6	12.3	1.3	0.8
Non-Indigenous students										
At or below the national minimum standard level	±	0.5	0.6	0.9	1.1	1.3	2.0	2.2	3.5	0.4
In the medium levels (c)	±	0.6	0.7	0.7	0.9	1.0	1.9	2.3	3.2	0.3
In the high levels (d)	±	0.9	0.9	1.0	1.4	1.6	2.7	3.1	3.3	0.5
All students										
At or below the national minimum standard level	±	0.6	0.6	1.0	1.2	1.3	1.9	2.3	6.1	0.4
In the medium levels (c)	±	0.6	0.7	0.7	0.9	1.0	1.6	2.3	3.7	0.3
In the high levels (d)	±	0.9	1.0	1.0	1.4	1.6	2.5	3.2	3.3	0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.70 NAPLAN year 3 students, proportions by achievement levels in writing, by Indigenous status, 2008 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	24.3	20.8	42.6	51.1	35.3	14.8	25.0	72.6	39.3
<i>Below the national minimum standard</i>	%	9.1	7.9	22.8	28.0	17.5	5.8	10.4	53.4	21.3
<i>At the national minimum standard level</i>	%	15.2	12.9	19.8	23.1	17.8	9.0	14.6	19.2	18.0
In the medium levels (c)	%	53.1	53.4	43.2	40.0	49.1	55.9	50.3	23.6	44.8
In the high levels (d)	%	22.5	25.7	14.2	8.9	15.7	29.3	24.7	3.9	16.0
Non-Indigenous students										
At or below the national minimum standard level	%	6.1	8.3	16.0	10.0	9.9	6.7	7.6	14.0	9.5
In the medium levels (c)	%	40.0	41.9	49.3	52.6	45.2	46.9	42.4	51.5	44.3
In the high levels (d)	%	53.8	49.9	34.8	37.3	44.9	46.3	50.0	34.6	46.2
All students										
At or below the national minimum standard level	%	7.0	8.8	17.8	13.1	11.2	7.9	8.2	39.7	11.2
In the medium levels (c)	%	40.4	41.9	48.9	51.7	45.5	47.7	42.7	39.3	44.3
In the high levels (d)	%	52.4	49.3	33.3	35.1	43.3	44.4	49.1	21.0	44.6
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.0	3.4	3.1	4.2	5.8	4.5	10.6	5.9	1.8
<i>Below the national minimum standard</i>	±	1.3	1.8	3.0	3.5	4.7	2.4	6.6	7.6	1.8

Table NEA.4.70 NAPLAN year 3 students, proportions by achievement levels in writing, by Indigenous status, 2008 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	±	1.7	2.7	1.9	2.4	4.7	3.8	12.1	3.7	0.9
In the medium levels (c)	±	1.9	4.3	2.7	3.9	4.9	6.3	12.4	5.1	1.5
In the high levels (d)	±	1.6	4.1	1.7	1.6	3.2	4.5	9.3	1.4	0.9
Non-Indigenous students										
At or below the national minimum standard level	±	0.4	0.4	0.7	0.8	1.0	1.5	1.9	2.7	0.3
In the medium levels (c)	±	0.7	0.7	0.7	1.1	1.5	2.0	2.5	3.3	0.4
In the high levels (d)	±	0.9	0.9	1.1	1.4	1.8	2.6	3.3	4.1	0.5
All students										
At or below the national minimum standard level	±	0.4	0.4	0.8	1.0	1.1	1.4	2.0	6.7	0.3
In the medium levels (c)	±	0.7	0.7	0.7	1.0	1.5	1.9	2.5	4.3	0.4
In the high levels (d)	±	0.9	0.9	1.1	1.4	1.8	2.5	3.3	3.9	0.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.71 **NAPLAN year 3 students, proportions by achievement levels in numeracy, by Indigenous status 2008, (per cent) (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	35.3	21.7	56.8	57.2	49.1	21.3	33.8	74.2	48.9
<i>Below the national minimum standard</i>	%	11.4	7.0	24.6	24.5	20.9	5.5	11.6	47.5	21.4
<i>At the national minimum standard level</i>	%	23.9	14.7	32.2	32.7	28.2	15.8	22.2	26.7	27.5
In the medium levels (c)	%	52.2	57.3	38.7	38.6	44.4	56.1	54.6	24.1	43.0
In the high levels (d)	%	12.5	21.0	4.7	4.2	6.6	22.7	11.6	1.7	8.2
Non-Indigenous students										
At or below the national minimum standard level	%	10.8	8.8	23.2	16.1	16.4	13.0	10.5	15.8	13.9
In the medium levels (c)	%	48.1	48.1	56.7	56.6	54.7	51.7	47.6	57.8	51.3
In the high levels (d)	%	41.2	43.0	20.2	27.3	28.9	35.4	41.8	26.3	34.8
All students										
At or below the national minimum standard level	%	11.9	9.3	25.6	19.3	18.1	13.5	11.3	41.4	15.8
In the medium levels (c)	%	48.1	48.1	55.3	55.3	54.2	52.3	47.7	43.0	50.9
In the high levels (d)	%	40.0	42.6	19.0	25.5	27.7	34.3	41.1	15.5	33.5
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.2	3.9	2.9	3.5	4.8	6.4	10.3	5.3	1.7
<i>Below the national minimum standard</i>	±	1.4	1.7	3.2	3.4	4.2	2.8	9.2	7.1	1.7

Table NEA.4.71 NAPLAN year 3 students, proportions by achievement levels in numeracy, by Indigenous status 2008, (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	2.0	3.3	2.2	2.9	4.6	3.9	11.8	3.9	1.0
In the medium levels (c)	\pm	1.9	4.2	2.6	3.5	4.3	6.1	11.2	4.6	1.4
In the high levels (d)	\pm	1.4	3.3	1.1	1.2	2.0	4.9	6.6	1.2	0.7
Non-Indigenous students										
At or below the national minimum standard level	\pm	0.6	0.6	0.9	1.0	1.3	2.1	2.1	3.4	0.4
In the medium levels (c)	\pm	0.7	0.7	0.6	1.0	1.0	2.1	2.7	3.6	0.4
In the high levels (d)	\pm	0.9	1.0	0.9	1.3	1.5	2.6	3.4	3.2	0.5
All students										
At or below the national minimum standard level	\pm	0.6	0.6	1.0	1.2	1.4	2.1	2.2	6.2	0.4
In the medium levels (c)	\pm	0.7	0.7	0.7	0.9	1.0	2.0	2.7	4.6	0.4
In the high levels (d)	\pm	0.9	1.0	0.9	1.3	1.4	2.3	3.4	2.9	0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 3 students this includes level 5 and level 6 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.72 NAPLAN year 5 students, proportions by achievement levels in reading, by Indigenous status, 2008 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	46.2	40.3	62.0	72.3	62.2	33.9	42.7	85.7	59.1
<i>Below the national minimum standard</i>	%	22.4	17.0	37.1	48.2	39.4	15.5	18.9	74.2	36.5
<i>At the national minimum standard level</i>	%	23.8	23.3	24.9	24.1	22.8	18.4	23.8	11.5	22.6
In the medium levels (c)	%	45.2	46.8	32.7	24.2	32.4	49.1	48.6	12.5	34.4
In the high levels (d)	%	8.6	12.8	5.4	3.5	5.4	16.9	8.8	1.8	6.5
Non-Indigenous students										
At or below the national minimum standard level	%	17.3	17.0	27.8	22.3	23.0	24.3	14.4	26.6	20.4
In the medium levels (c)	%	49.7	51.5	50.9	52.5	53.4	50.1	49.5	50.3	50.9
In the high levels (d)	%	33.0	31.5	21.2	25.2	23.6	25.7	36.1	23.2	28.6
All students										
At or below the national minimum standard level	%	18.6	17.5	30.3	26.2	24.7	25.9	15.2	51.1	22.5
In the medium levels (c)	%	49.4	51.3	49.6	50.4	52.5	49.8	49.5	34.7	50.0
In the high levels (d)	%	32.1	31.2	20.1	23.4	22.7	24.3	35.4	14.3	27.4
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.4	4.0	3.0	3.1	4.9	5.3	9.1	4.0	1.5
<i>Below the national minimum standard</i>	±	2.0	3.1	3.3	3.4	6.0	4.4	7.7	5.9	1.8

Table NEA.4.72 NAPLAN year 5 students, proportions by achievement levels in reading, by Indigenous status, 2008 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	1.9	4.6	1.9	2.8	4.7	5.2	11.3	2.8	1.1
In the medium levels (c)	\pm	2.1	3.9	2.6	2.8	4.3	4.9	11.4	3.5	1.3
In the high levels (d)	\pm	1.4	2.9	1.0	1.2	2.4	3.3	10.2	1.1	0.6
Non-Indigenous students										
At or below the national minimum standard level	\pm	0.6	0.6	1.0	1.1	1.3	2.5	2.3	3.4	0.4
In the medium levels (c)	\pm	0.6	0.7	0.6	1.1	0.9	2.5	2.9	3.3	0.3
In the high levels (d)	\pm	1.0	0.9	0.9	1.4	1.5	2.5	3.6	3.7	0.5
All students										
At or below the national minimum standard level	\pm	0.7	0.6	1.0	1.3	1.4	2.6	2.3	6.0	0.4
In the medium levels (c)	\pm	0.6	0.7	0.6	1.0	0.9	2.2	2.8	3.9	0.3
In the high levels (d)	\pm	1.0	0.9	0.9	1.3	1.5	2.4	3.5	3.1	0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.73 NAPLAN year 5 students, proportions by achievement levels in writing, by Indigenous status, 2008 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	41.4	35.7	51.8	66.3	54.7	36.6	40.8	81.7	52.7
<i>Below the national minimum standard</i>	%	18.3	17.3	28.0	40.9	31.0	16.2	17.9	67.3	30.3
<i>At the national minimum standard level</i>	%	23.1	18.4	23.8	25.4	23.7	20.4	22.9	14.4	22.4
In the medium levels (c)	%	50.3	49.4	41.9	30.4	40.3	51.9	52.0	16.5	40.8
In the high levels (d)	%	8.3	14.8	6.3	3.3	5.0	11.6	7.3	1.9	6.6
Non-Indigenous students										
At or below the national minimum standard level	%	13.5	14.9	23.6	20.0	19.8	19.6	15.0	26.0	17.3
In the medium levels (c)	%	55.9	51.6	56.5	58.9	57.0	57.4	58.2	54.7	55.4
In the high levels (d)	%	30.5	33.6	19.8	21.1	23.1	22.9	26.7	19.3	27.3
All students										
At or below the national minimum standard level	%	14.7	15.4	25.7	23.8	21.5	21.8	15.8	49.2	19.2
In the medium levels (c)	%	55.6	51.4	55.5	56.6	56.3	56.7	58.0	38.6	54.6
In the high levels (d)	%	29.6	33.3	18.8	19.6	22.2	21.4	26.2	12.2	26.2
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.4	4.1	2.9	3.3	4.8	5.6	11.7	4.3	1.6
<i>Below the national minimum standard</i>	±	1.9	2.7	2.8	3.4	5.1	3.5	8.6	6.3	1.7

Table NEA.4.73 NAPLAN year 5 students, proportions by achievement levels in writing, by Indigenous status, 2008 (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	2.0	2.9	1.9	3.0	4.3	5.0	10.4	3.0	1.0
In the medium levels (c)	\pm	2.2	3.7	2.9	3.3	4.8	5.4	12.5	4.0	1.5
In the high levels (d)	\pm	1.0	2.5	1.0	1.2	2.8	2.9	6.2	0.9	0.6
Non-Indigenous students										
At or below the national minimum standard level	\pm	0.5	0.6	1.0	1.0	1.2	2.1	2.5	4.5	0.4
In the medium levels (c)	\pm	0.6	0.6	0.7	1.0	1.0	1.6	2.0	4.1	0.3
In the high levels (d)	\pm	0.9	0.8	0.7	1.2	1.3	1.9	2.7	3.9	0.4
All students										
At or below the national minimum standard level	\pm	0.6	0.6	1.0	1.2	1.3	2.2	2.6	6.2	0.4
In the medium levels (c)	\pm	0.6	0.6	0.7	1.0	1.0	1.5	1.9	4.7	0.3
In the high levels (d)	\pm	0.9	0.8	0.7	1.2	1.3	1.7	2.6	2.8	0.4

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.74 **NAPLAN year 5 students, proportions by achievement levels in numeracy, by Indigenous status, 2008, (per cent) (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	52.7	44.4	64.5	72.4	65.3	35.9	56.3	85.1	62.3
<i>Below the national minimum standard</i>	%	21.1	16.7	30.5	38.3	31.5	12.2	17.8	61.7	30.8
<i>At the national minimum standard level</i>	%	31.6	27.7	34.0	34.1	33.8	23.7	38.5	23.4	31.5
In the medium levels (c)	%	42.2	48.5	33.0	25.9	32.5	56.0	40.2	14.4	34.4
In the high levels (d)	%	5.0	7.1	2.6	1.7	2.1	8.2	3.6	0.4	3.4
Non-Indigenous students										
At or below the national minimum standard level	%	19.1	18.4	28.6	26.2	29.4	26.8	19.1	30.5	22.6
In the medium levels (c)	%	53.1	55.4	58.4	59.0	57.1	57.2	57.1	57.7	55.8
In the high levels (d)	%	27.8	26.1	13.0	14.8	13.4	15.9	23.8	11.9	21.6
All students										
At or below the national minimum standard level	%	20.6	19.0	31.3	29.8	31.3	28.5	20.0	53.4	24.8
In the medium levels (c)	%	52.4	55.2	56.6	56.6	55.9	56.5	56.8	39.3	54.6
In the high levels (d)	%	27.0	25.8	12.2	13.8	12.7	15.0	23.2	7.2	20.6
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.6	4.4	2.9	3.4	5.5	6.3	10.9	4.6	1.7
<i>Below the national minimum standard</i>	±	1.9	3.4	3.1	3.4	5.2	3.9	8.0	6.5	1.7

Table NEA.4.74 NAPLAN year 5 students, proportions by achievement levels in numeracy, by Indigenous status, 2008, (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	2.2	5.1	2.0	2.9	5.5	5.5	9.5	4.3	1.1
In the medium levels (c)	\pm	2.3	4.3	2.6	3.1	5.5	5.9	11.1	4.5	1.5
In the high levels (d)	\pm	1.3	2.1	0.7	0.8	1.4	2.6	6.6	0.9	0.5
Non-Indigenous students										
At or below the national minimum standard level	\pm	0.6	0.6	0.9	1.1	1.4	2.3	2.3	3.4	0.4
In the medium levels (c)	\pm	0.7	0.7	0.6	1.0	1.0	1.9	2.5	3.0	0.4
In the high levels (d)	\pm	1.1	0.9	0.8	1.2	1.2	2.2	3.2	3.5	0.5
All students										
At or below the national minimum standard level	\pm	0.6	0.6	1.0	1.3	1.5	2.4	2.4	6.0	0.4
In the medium levels (c)	\pm	0.7	0.7	0.7	1.0	1.0	1.9	2.4	4.7	0.4
In the high levels (d)	\pm	1.0	0.9	0.8	1.1	1.2	2.1	3.2	2.6	0.5

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 5 students this includes level 7 and level 8 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.75 NAPLAN year 7 students, proportions by achievement levels in reading, by Indigenous status, 2008, (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	46.4	45.8	55.1	67.0	61.0	29.3	28.7	82.3	55.8
<i>Below the national minimum standard</i>	%	17.5	14.6	25.2	36.6	30.4	11.0	5.7	67.5	28.1
<i>At the national minimum standard level</i>	%	28.9	31.2	29.9	30.4	30.6	18.3	23.0	14.8	27.7
In the medium levels (c)	%	46.4	48.7	39.5	30.2	35.1	55.5	55.4	15.7	38.7
In the high levels (d)	%	7.1	5.5	5.4	2.8	3.9	15.3	15.8	1.9	5.5
Non-Indigenous students										
At or below the national minimum standard level	%	16.7	15.8	20.9	19.7	19.7	20.4	13.1	23.4	17.9
In the medium levels (c)	%	54.7	57.5	57.7	58.2	57.0	54.6	49.7	53.5	56.5
In the high levels (d)	%	28.5	26.6	21.4	22.0	23.3	25.1	37.1	23.1	25.6
All students										
At or below the national minimum standard level	%	18.1	16.4	23.2	23.3	21.4	21.2	13.5	48.9	19.9
In the medium levels (c)	%	54.1	57.3	56.4	56.3	56.2	54.9	49.9	37.1	55.4
In the high levels (d)	%	27.8	26.3	20.3	20.4	22.4	23.9	36.5	14.0	24.6
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.8	4.7	2.9	4.0	5.1	6.3	14.0	6.6	1.7
<i>Below the national minimum standard</i>	±	1.7	3.0	3.2	3.7	5.9	3.5	4.4	8.7	2.0

Table NEA.4.75 NAPLAN year 7 students, proportions by achievement levels in reading, by Indigenous status, 2008, (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	±	2.0	3.6	2.2	2.5	4.7	4.5	10.9	3.8	1.1
In the medium levels (c)	±	2.3	4.6	2.6	3.8	4.6	6.0	13.0	6.1	1.4
In the high levels (d)	±	1.5	2.2	1.0	1.4	1.9	3.0	6.8	1.1	0.7
Non-Indigenous students										
At or below the national minimum standard level	±	1.0	1.0	0.9	1.4	1.4	3.1	3.1	5.6	0.5
In the medium levels (c)	±	1.1	0.9	0.7	1.3	1.0	2.4	3.7	3.8	0.5
In the high levels (d)	±	1.6	1.5	1.0	1.7	1.5	4.0	5.6	5.1	0.8
All students										
At or below the national minimum standard level	±	1.0	1.0	1.0	1.5	1.4	3.3	3.3	8.0	0.5
In the medium levels (c)	±	1.0	0.9	0.7	1.2	1.0	2.1	3.5	5.8	0.5
In the high levels (d)	±	1.6	1.5	1.0	1.6	1.5	3.5	5.6	3.7	0.8

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.76 NAPLAN year 7 students, proportions by achievement levels in writing, by Indigenous status, 2008, (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	50.5	45.0	52.0	67.1	54.8	45.3	41.3	82.7	56.4
<i>Below the national minimum standard</i>	%	23.0	22.4	27.7	40.1	32.5	18.0	15.8	70.0	32.1
<i>At the national minimum standard level</i>	%	27.5	22.6	24.3	27.0	22.3	27.3	25.5	12.7	24.3
In the medium levels (c)	%	43.3	45.5	40.8	30.7	39.0	45.4	54.9	15.0	37.8
In the high levels (d)	%	6.2	9.5	7.2	2.4	6.2	9.2	3.7	2.4	5.9
Non-Indigenous students										
At or below the national minimum standard level	%	18.8	17.0	23.9	22.7	18.8	25.1	19.4	27.8	20.0
In the medium levels (c)	%	56.2	50.1	55.1	55.4	54.8	53.8	57.4	48.5	54.1
In the high levels (d)	%	24.9	32.8	21.0	21.8	26.4	21.1	23.3	23.8	25.9
All students										
At or below the national minimum standard level	%	20.3	17.6	25.9	26.1	20.2	27.4	19.9	51.5	21.9
In the medium levels (c)	%	55.5	49.9	54.0	53.7	54.1	52.9	57.4	34.1	53.3
In the high levels (d)	%	24.2	32.3	20.1	20.3	25.5	19.7	22.8	14.5	24.7
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.4	4.4	2.7	4.1	6.1	6.7	14.5	6.4	1.7
<i>Below the national minimum standard</i>	±	2.0	3.6	3.0	3.8	5.6	4.6	9.8	8.8	2.0

Table NEA.4.76 NAPLAN year 7 students, proportions by achievement levels in writing, by Indigenous status, 2008, (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	±	1.9	3.7	2.3	2.8	4.8	5.4	20.4	4.0	1.2
In the medium levels (c)	±	2.1	4.1	2.6	4.1	6.6	5.6	14.0	5.5	1.6
In the high levels (d)	±	1.0	2.5	1.0	1.5	2.2	2.9	6.9	1.3	0.6
Non-Indigenous students										
At or below the national minimum standard level	±	1.0	1.1	0.9	1.3	1.3	3.4	3.6	5.4	0.5
In the medium levels (c)	±	0.9	0.8	0.6	1.2	1.1	2.2	2.8	3.6	0.4
In the high levels (d)	±	1.3	1.4	0.8	1.5	1.5	3.2	4.2	3.3	0.6
All students										
At or below the national minimum standard level	±	1.0	1.1	0.9	1.5	1.4	3.7	3.8	7.7	0.5
In the medium levels (c)	±	0.9	0.8	0.6	1.1	1.1	2.2	2.7	5.6	0.4
In the high levels (d)	±	1.3	1.4	0.8	1.4	1.5	2.8	4.2	2.8	0.6

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.77 **NAPLAN year 7 students, proportions by achievement levels in numeracy, by Indigenous status, 2008, (per cent) (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	50.1	45.9	51.5	62.7	62.2	30.9	37.2	79.3	55.1
<i>Below the national minimum standard</i>	%	15.5	12.0	18.2	25.8	24.1	7.6	9.6	49.8	21.4
<i>At the national minimum standard level</i>	%	34.6	33.9	33.3	36.9	38.1	23.3	27.6	29.5	33.7
In the medium levels (c)	%	42.2	47.4	40.8	34.0	34.2	55.4	49.9	18.7	38.5
In the high levels (d)	%	7.7	6.6	7.7	3.2	3.6	13.7	12.9	1.9	6.4
Non-Indigenous students										
At or below the national minimum standard level	%	17.0	15.1	18.0	19.1	20.4	20.7	13.9	20.9	17.2
In the medium levels (c)	%	49.6	53.0	54.5	55.3	54.8	54.9	51.4	56.2	52.7
In the high levels (d)	%	33.4	31.9	27.5	25.5	24.8	24.4	34.7	22.8	30.1
All students										
At or below the national minimum standard level	%	18.5	15.7	20.3	22.5	22.2	22.0	14.5	46.1	19.2
In the medium levels (c)	%	49.1	52.8	53.6	53.9	54.0	54.8	51.3	40.3	51.8
In the high levels (d)	%	32.5	31.5	26.1	23.6	23.8	23.2	34.2	13.6	28.9
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.8	4.9	2.9	3.9	5.7	5.6	13.0	6.4	1.7
<i>Below the national minimum standard</i>	±	2.1	2.9	2.7	3.9	5.2	2.7	7.1	7.5	1.7

Table NEA.4.77 NAPLAN year 7 students, proportions by achievement levels in numeracy, by Indigenous status, 2008, (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	±	2.2	4.5	2.9	3.7	4.7	5.5	9.9	4.3	1.2
In the medium levels (c)	±	2.2	5.6	2.6	3.9	5.7	4.8	13.2	5.7	1.4
In the high levels (d)	±	1.6	2.3	1.0	1.8	1.5	2.5	4.3	1.0	0.6
Non-Indigenous students										
At or below the national minimum standard level	±	1.0	1.0	0.8	1.4	1.4	3.1	3.5	5.2	0.5
In the medium levels (c)	±	1.2	1.1	0.7	1.3	1.2	1.7	3.6	3.9	0.5
In the high levels (d)	±	1.8	1.6	1.1	1.8	1.5	3.1	5.8	4.4	0.8
All students										
At or below the national minimum standard level	±	1.1	1.0	0.9	1.6	1.5	3.4	3.6	8.0	0.5
In the medium levels (c)	±	1.1	1.1	0.7	1.2	1.2	1.8	3.5	5.9	0.5
In the high levels (d)	±	1.7	1.6	1.1	1.7	1.5	2.7	5.7	3.4	0.8

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 7 students this includes level 8 and level 9 and above.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.78 NAPLAN year 9 students, proportions by achievement levels in reading, by Indigenous status, 2008, (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	51.5	50.8	60.9	70.6	67.7	31.6	37.2	80.6	59.8
<i>Below the national minimum standard</i>	%	17.6	20.0	30.0	37.2	37.5	9.3	15.8	62.2	29.4
<i>At the national minimum standard level</i>	%	33.9	30.8	30.9	33.4	30.2	22.3	21.4	18.4	30.4
In the medium levels (c)	%	43.3	44.7	34.9	27.7	28.9	52.2	52.0	17.6	35.8
In the high levels (d)	%	5.2	4.4	4.2	1.8	3.5	16.2	10.8	1.9	4.4
Non-Indigenous students										
At or below the national minimum standard level	%	21.4	20.5	26.8	24.4	23.6	23.9	15.1	25.2	22.7
In the medium levels (c)	%	55.3	57.8	55.8	57.5	57.8	54.1	52.2	55.1	56.4
In the high levels (d)	%	23.4	21.7	17.3	18.0	18.7	22.0	32.8	19.7	20.9
All students										
At or below the national minimum standard level	%	22.8	21.1	29.3	27.8	26.1	24.9	15.7	47.8	24.7
In the medium levels (c)	%	54.7	57.5	54.4	55.6	56.4	53.9	52.1	39.8	55.3
In the high levels (d)	%	22.5	21.4	16.3	16.5	17.5	21.2	32.2	12.4	20.0
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.5	4.2	3.1	3.9	5.7	6.3	12.2	5.4	1.7
<i>Below the national minimum standard</i>	±	2.1	3.4	3.9	3.9	6.3	3.7	9.0	9.7	2.1

Table NEA.4.78 NAPLAN year 9 students, proportions by achievement levels in reading, by Indigenous status, 2008, (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	2.2	4.3	2.5	2.9	5.1	4.5	10.3	4.7	1.3
In the medium levels (c)	\pm	2.2	4.1	3.1	3.5	5.4	5.9	12.9	5.1	1.5
In the high levels (d)	\pm	1.2	1.6	0.9	0.9	1.9	3.1	6.4	1.3	0.5
Non-Indigenous students										
At or below the national minimum standard level	\pm	1.1	1.2	1.5	2.2	2.5	3.0	3.6	6.4	0.7
In the medium levels (c)	\pm	1.0	1.0	0.8	1.4	1.6	2.1	3.0	3.5	0.5
In the high levels (d)	\pm	1.5	1.5	1.3	2.1	2.2	3.6	4.8	4.8	0.8
All students										
At or below the national minimum standard level	\pm	1.1	1.3	1.6	2.4	2.7	3.3	3.7	7.5	0.7
In the medium levels (c)	\pm	1.0	1.0	0.9	1.5	1.7	2.1	3.0	5.2	0.5
In the high levels (d)	\pm	1.5	1.5	1.3	2.0	2.2	3.3	4.7	3.5	0.7

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 9 students these are level 9 and level 10.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.79 NAPLAN year 9 students, proportions by achievement levels in writing, by Indigenous status, 2008, (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	61.3	54.7	62.6	75.0	67.1	58.1	52.2	82.2	65.2
<i>Below the national minimum standard</i>	%	32.3	31.1	38.2	50.1	42.6	31.1	26.6	67.2	40.3
<i>At the national minimum standard level</i>	%	29.0	23.6	24.4	24.9	24.5	27.0	25.6	15.0	24.9
In the medium levels (c)	%	33.9	36.0	31.5	23.0	28.5	34.0	38.8	15.9	29.8
In the high levels (d)	%	4.8	9.3	6.0	2.1	4.5	7.9	9.0	1.8	4.9
Non-Indigenous students										
At or below the national minimum standard level	%	29.2	23.9	35.0	31.2	28.4	34.9	28.1	33.5	29.3
In the medium levels (c)	%	50.9	47.1	47.9	49.3	50.4	47.1	50.9	43.8	49.0
In the high levels (d)	%	20.0	28.9	16.9	19.4	21.4	18.0	21.1	22.8	21.7
All students										
At or below the national minimum standard level	%	30.6	24.6	37.0	34.5	30.3	37.1	28.7	53.4	31.3
In the medium levels (c)	%	50.1	47.0	46.9	47.6	49.3	45.9	50.5	32.3	48.1
In the high levels (d)	%	19.3	28.5	16.2	17.9	20.3	17.0	20.7	14.2	20.8
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.5	6.1	3.1	3.4	4.5	6.5	11.1	4.2	1.6
<i>Below the national minimum standard</i>	±	2.4	4.9	4.0	3.7	6.5	5.8	11.2	8.3	2.0

Table NEA.4.79 NAPLAN year 9 students, proportions by achievement levels in writing, by Indigenous status, 2008, (per cent)
(a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	±	2.3	4.8	2.3	2.4	4.5	5.2	13.8	3.7	1.4
In the medium levels (c)	±	2.1	5.5	2.8	3.1	4.2	5.6	8.4	3.7	1.4
In the high levels (d)	±	0.9	2.5	0.8	1.0	1.7	3.4	7.2	1.0	0.5
Non-Indigenous students										
At or below the national minimum standard level	±	1.3	1.4	1.5	2.3	2.8	3.8	4.4	6.4	0.7
In the medium levels (c)	±	0.8	0.8	0.9	1.3	1.5	2.0	2.3	3.9	0.4
In the high levels (d)	±	1.2	1.5	1.2	2.0	2.3	3.0	3.6	3.8	0.7
All students										
At or below the national minimum standard level	±	1.3	1.4	1.6	2.5	2.9	3.9	4.5	7.5	0.8
In the medium levels (c)	±	0.8	0.8	0.9	1.4	1.6	2.1	2.2	4.9	0.4
In the high levels (d)	±	1.2	1.5	1.1	1.9	2.3	2.8	3.5	3.1	0.7

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 9 students these are level 9 and level 10.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NEA.4.80 **NAPLAN year 9 students, proportions by achievement levels in numeracy, by Indigenous status, 2008, (per cent) (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion										
Indigenous students										
At or below the national minimum standard level	%	54.9	56.0	61.7	71.7	69.5	39.3	44.0	81.1	61.9
<i>Below the national minimum standard</i>	%	19.7	21.6	26.8	33.8	31.3	11.4	16.2	53.9	27.5
<i>At the national minimum standard level</i>	%	35.2	34.4	34.9	37.9	38.2	27.9	27.8	27.2	34.4
In the medium levels (c)	%	39.8	39.7	34.5	27.0	28.6	50.4	45.9	17.7	34.2
In the high levels (d)	%	5.3	4.3	3.7	1.3	2.0	10.1	10.1	1.1	3.8
Non-Indigenous students										
At or below the national minimum standard level	%	20.8	19.4	25.4	25.0	25.7	29.2	17.8	25.0	22.4
In the medium levels (c)	%	50.8	56.0	56.9	55.9	57.4	54.5	53.2	57.0	54.6
In the high levels (d)	%	28.3	24.7	17.6	19.0	16.8	16.4	29.0	18.0	23.2
All students										
At or below the national minimum standard level	%	22.4	20.1	28.0	28.4	28.3	30.2	18.5	47.9	24.3
In the medium levels (c)	%	50.3	55.6	55.4	54.2	55.9	53.9	53.0	41.0	53.5
In the high levels (d)	%	27.5	24.4	16.6	17.4	15.8	15.9	28.5	11.0	22.1
95 per cent confidence intervals										
Indigenous students										
At or below the national minimum standard level	±	2.7	4.5	3.2	4.1	6.1	5.4	12.7	5.4	1.7
<i>Below the national minimum standard</i>	±	2.1	4.0	3.6	3.7	5.9	3.7	11.1	9.4	2.0

Table NEA.4.80 NAPLAN year 9 students, proportions by achievement levels in numeracy, by Indigenous status, 2008, (per cent) (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<i>At the national minimum standard level</i>	\pm	2.2	3.8	2.9	3.0	6.4	5.2	12.3	5.5	1.4
In the medium levels (c)	\pm	2.4	4.7	2.9	4.0	6.2	4.9	11.5	5.4	1.5
In the high levels (d)	\pm	1.3	1.7	0.7	0.9	1.3	2.7	4.4	0.6	0.5
Non-Indigenous students										
At or below the national minimum standard level	\pm	1.1	1.1	1.3	2.1	2.6	3.3	3.5	5.1	0.6
In the medium levels (c)	\pm	1.2	1.3	1.0	1.7	1.9	2.0	3.7	3.7	0.6
In the high levels (d)	\pm	1.8	1.8	1.6	2.7	2.7	3.3	5.6	5.0	0.9
All students										
At or below the national minimum standard level	\pm	1.1	1.1	1.5	2.3	2.8	3.5	3.7	7.5	0.7
In the medium levels (c)	\pm	1.2	1.2	1.0	1.6	1.9	2.0	3.7	6.0	0.6
In the high levels (d)	\pm	1.7	1.8	1.6	2.5	2.7	3.1	5.5	3.4	0.9

(a) Exempt students were not assessed and are deemed not to have met the national minimum standard.

(b) The method used to identify Indigenous students varies between jurisdictions.

(c) The medium levels are defined as two performance bands above the minimum standard for the year level.

(d) The high levels are defined as the top two performance bands. For Year 9 students these are level 9 and level 10.

Source: MCEECDYA (2009 and unpublished) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

NEA Indicator 6:

The proportion of students in the bottom and top levels of performance in international testing (for example, PISA, TIMSS)

[Note: data have not been updated from the baseline report].

NEA Indicators 7 and 8:

7. The proportion of the 20-24 year old population having attained at least a year 12 or equivalent or AQF Certificate II

8. The proportion of the 20-24 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II

Table NEA.7.1 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2009**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Estimate										
20–24 year old population with relevant qualification (c)	'000	413.0	338.5	257.9	121.5	87.6	22.0	27.5	10.3	1 278.3
Total 20–24 year old population (d)	'000	478.9	390.1	301.1	157.1	110.3	31.2	28.9	15.0	1 512.7
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	86.2	86.8	85.6	77.3	79.4	70.7	95.1	69.0	84.5
Relative standard error										
20–24 year old population with relevant qualification (c)	%	1.6	2.4	2.0	4.0	2.5	5.5	2.1	9.8	1.1
Total 20–24 year old population (d)	%	0.5	0.2	0.6	0.8	0.5	0.6	–	7.5	0.3
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	1.4	2.4	2.0	4.0	2.3	5.6	2.1	7.3	1.0
95 per cent confidence interval										
20–24 year old population with relevant qualification (c)	± '000	12.7	15.7	10.3	9.4	4.3	2.4	1.1	2.0	27.2
Total 20–24 year old population (d)	± '000	4.8	1.7	3.7	2.3	1.2	0.4	–	2.2	7.5
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	± %	2.4	4.2	3.4	6.1	3.5	7.8	3.9	9.9	1.6

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Persons aged 20–24 years who have identified as having attained year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(d) 'Total population' of all persons aged 20–24 years.

– Nil or rounded to zero.

Table NEA.7.1 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2009

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
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Source: ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.7.2 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2008**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Estimate										
20–24 year old population with relevant qualification (c)	'000	390.9	327.9	248.7	121.5	89.2	23.0	24.8	6.3	1 232.3
Total 20–24 year old population (d)	'000	468.9	369.6	294.9	151.7	108.7	31.9	27.5	9.6	1 462.9
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	83.4	88.7	84.3	80.1	82.1	72.1	90.2	65.6	84.2
Relative standard error										
20–24 year old population with relevant qualification (c)	%	1.7	1.2	1.9	3.6	3.0	4.4	2.4	13.7	0.8
Total 20–24 year old population (d)	%	0.4	0.2	0.8	1.0	0.2	–	1.0	13.8	0.2
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	1.7	1.3	1.7	3.7	3.0	4.4	2.4	9.7	0.8

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Persons aged 20–24 years who have identified as having attained year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(d) 'Total population' of all persons aged 20–24 years.

Source: ABS (unpublished) Survey of Education and Work, 2008.

Table NEA.8.1 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
Indigenous population										
20–24 year old population with relevant qualification (b)	no.	4 656	1 243	5 217	1 604	801	766	229	733	15 255
Total 20–24 year old population (c)	no.	9 352	2 204	9 014	4 055	1 878	1 338	346	4 015	32 217
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	49.8	56.4	57.9	39.6	42.7	57.2	66.2	18.3	47.4
Non-Indigenous population										
20–24 year old population with relevant qualification (b)	no.	314 721	263 273	196 341	95 822	70 635	19 021	22 956	6 541	989 396
Total 20–24 year old population (c)	no.	376 059	304 801	233 361	117 192	89 912	25 166	25 234	8 501	1 180 330
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	83.7	86.4	84.1	81.8	78.6	75.6	91.0	76.9	83.8
Total population (d)										
20–24 year old population with relevant qualification (b)	no.	322 387	267 101	202 940	98 174	71 949	19 927	23 324	7 322	1 013 219
Total 20–24 year old population (c)	no.	389 282	310 197	244 135	122 222	92 507	26 716	25 751	12 588	1 223 520
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	82.8	86.1	83.1	80.3	77.8	74.6	90.6	58.2	82.8

(a) Australia includes 'Other Territories'.

(b) Persons aged 20–24 years who have completed year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(c) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.

Table NEA.8.1 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
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(d) 'Total population' includes those for whom Indigenous status is unknown.

Source: ABS (unpublished) 2006 Census of Population and Housing.

Table NEA.8.2 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Indigenous population										
20–24 year old population with relevant qualification (c)	'000	5.2	1.6	6.6	2.7	1.4	1.0	0.3	1.4	20.2
Total 20–24 year old population (d)	'000	12.1	2.8	12.5	6.2	2.7	1.8	0.5	6.0	44.5
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	43.1	57.6	52.9	43.0	53.6	55.6	56.6	23.6	45.4
Non-Indigenous population										
20–24 year old population with relevant qualification (c)	'000	386.1	327.3	245.1	120.4	87.8	22.3	24.6	6.1	1 219.7
Total 20–24 year old population (d)	'000	459.4	369.0	285.3	147.9	107.1	31.0	27.1	8.7	1 435.3
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	84.1	88.7	85.9	81.4	82.0	72.0	90.8	69.6	85.0
Total population (e)										
20–24 year old population with relevant qualification (c)	'000	390.9	327.9	248.7	121.5	89.2	23.0	24.8	6.3	1 232.3
Total 20–24 year old population (d)	'000	468.9	369.6	294.9	151.7	108.7	31.9	27.5	9.6	1 462.9
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	83.4	88.7	84.3	80.0	82.1	72.0	90.4	64.9	84.2

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia' includes other territories.

(c) Persons aged 20–24 years who have completed year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

Table NEA.8.2 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
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(d) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.

(e) 'Total population' includes those for whom Indigenous status is unknown.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0; ABS (2009) *2008 National Aboriginal and Torres Strait Islander Social Survey, Cat. No. 4714.0*.

Table NEA.8.3 RSEs for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Indigenous population										
20–24 year old population with relevant qualification (c)	%	14.6	9.6	12.9	13.7	15.0	14.3	14.9	18.8	6.2
Total 20–24 year old population (d)	%	7.1	5.4	–	–	–	–	9.6	–	1.9
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	12.7	7.8	12.9	13.7	15.0	14.3	15.2	18.8	5.9
Non-Indigenous population										
20–24 year old population with relevant qualification (c)	%	1.9	1.3	1.8	4.0	3.1	4.7	2.6	14.0	0.9
Total 20–24 year old population (d)	%	0.9	0.3	1.3	1.5	0.8	1.1	1.3	13.3	0.5
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	1.7	1.3	1.7	3.6	3.0	4.6	2.3	8.2	0.8
Total population (e)										
20–24 year old population with relevant qualification (c)	%	1.7	1.2	1.9	3.6	3.0	4.4	2.4	13.7	0.8
Total 20–24 year old population (d)	%	0.4	0.2	0.8	1.0	0.2	–	1.0	13.8	0.2
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	1.7	1.3	1.7	3.7	3.0	4.4	2.4	9.7	0.8

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia' includes other territories.

(c) Persons aged 20–24 years who have completed year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

Table NEA.8.3 RSEs for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
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(d) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.

(e) 'Total population' includes those for whom Indigenous status is unknown.

– Nil or rounded to zero.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0; ABS (2009) *2008 National Aboriginal and Torres Strait Islander Social Survey*, Cat. No. 4714.0.

Table NEA.8.4 95 per cent confidence intervals for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008

		<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Indigenous population											
20–24 year old population with relevant qualification (c)	±	'000	1.5	0.3	1.7	0.7	0.4	0.3	0.1	0.5	2.5
Total 20–24 year old population (d)	±	'000	1.7	0.3	–	–	–	–	0.1	–	1.7
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	±	%	10.7	8.8	13.3	11.6	15.8	15.5	16.9	8.7	5.2
Non-Indigenous population											
20–24 year old population with relevant qualification (c)	±	'000	14.1	8.2	8.7	9.4	5.3	2.1	1.2	1.7	20.7
Total 20–24 year old population (d)	±	'000	7.9	1.9	7.4	4.3	1.7	0.7	0.7	2.3	14.0
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	±	%	2.8	2.3	2.8	5.8	4.8	6.4	4.1	11.2	1.3
Total population (e)											
20–24 year old population with relevant qualification (c)	±	no.	13.2	8.0	9.1	8.7	5.3	2.0	1.2	1.7	19.3
Total 20–24 year old population (d)	±	no.	3.4	1.5	4.9	2.9	0.5	–	0.5	2.6	6.9
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	±	%	2.8	2.3	2.8	5.8	4.9	6.2	4.2	12.4	1.2

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Persons aged 20–24 years who have completed year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

Table NEA.8.4 95 per cent confidence intervals for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
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(d) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.

(e) 'Total population' includes those for whom Indigenous status is unknown.

– Nil or rounded to zero.

Source: ABS (2008) *Survey of Education and Work, 2008*. Cat. no. 6227.0; ABS (2009) *2008 National Aboriginal and Torres Strait Islander Social Survey*, Cat. No. 4714.0.

Table NEA.8.5 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2009 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
20–24 year old population with relevant qualification (d)	'000	81.0	48.4	39.3	17.3	16.4	7.4	0.6	1.6	212.0
Total 20–24 year old population (e)	'000	103.5	65.7	50.2	27.2	25.4	12.0	0.8	3.1	287.9
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	78.2	73.6	78.2	63.5	64.6	61.4	79.2	53.2	73.6
SEIFA IRSD quintile 2										
20–24 year old population with relevant qualification (d)	'000	62.7	59.4	52.0	25.7	26.4	3.3	1.5	1.2	232.2
Total 20–24 year old population (e)	'000	76.9	70.6	61.5	35.1	33.7	4.3	1.7	2.1	285.9
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	81.5	84.2	84.6	73.2	78.3	76.9	91.8	55.1	81.2
SEIFA IRSD quintile 3										
20–24 year old population with relevant qualification (d)	'000	76.3	62.0	38.3	22.0	16.2	4.0	2.7	4.3	225.6
Total 20–24 year old population (e)	'000	85.8	70.5	51.1	29.7	19.1	5.4	3.0	5.7	270.3
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	89.0	87.8	74.9	74.0	84.5	73.7	89.3	75.3	83.5
SEIFA IRSD quintile 4										
20–24 year old population with relevant qualification (d)	'000	75.4	74.6	62.8	24.6	16.3	5.6	6.5	1.7	267.5
Total 20–24 year old population (e)	'000	89.9	81.4	69.7	28.9	18.5	7.7	7.1	2.1	305.4

Table NEA.8.5 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2009 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	83.9	91.6	90.1	85.1	87.9	72.6	91.9	78.2	87.6
SEIFA IRSD quintile 5										
20–24 year old population with relevant qualification (d)	'000	116.2	93.7	62.6	30.2	12.3	1.8	16.1	1.5	334.5
Total 20–24 year old population (e)	'000	120.0	99.0	65.2	34.5	13.6	1.8	16.3	1.9	352.2
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	96.8	94.6	96.1	87.7	91.0	100.0	98.7	81.2	95.0

(a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Persons aged 20–24 years who have identified as having attained year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(e) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.

Source: ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.8.6 RSEs for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2009 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
20–24 year old population with relevant qualification (d)	%	15.0	18.4	16.6	18.2	19.3	13.6	78.1	32.2	7.9
Total 20–24 year old population (e)	%	13.7	13.6	17.2	19.1	16.5	13.6	69.9	28.2	6.3
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	4.3	9.0	6.0	9.5	9.9	7.8	46.5	23.6	3.3
SEIFA IRSD quintile 2										
20–24 year old population with relevant qualification (d)	%	15.5	16.9	14.6	20.5	12.9	28.3	53.0	44.3	9.1
Total 20–24 year old population (e)	%	15.0	15.1	15.4	18.1	15.0	29.4	54.8	43.4	8.2
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	5.3	5.6	6.8	7.2	7.1	16.6	9.9	15.1	2.7
SEIFA IRSD quintile 3										
20–24 year old population with relevant qualification (d)	%	12.9	12.2	14.2	17.2	19.6	31.5	41.9	26.4	5.8
Total 20–24 year old population (e)	%	11.6	10.5	14.3	16.9	17.9	26.8	39.6	25.5	5.3
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	3.9	4.1	5.8	11.8	6.7	12.5	9.3	11.4	2.3
SEIFA IRSD quintile 4										
20–24 year old population with relevant qualification (d)	%	11.9	13.3	12.6	16.3	15.3	21.0	18.3	28.5	6.1
Total 20–24 year old population (e)	%	12.2	13.3	12.8	16.6	14.6	24.6	18.4	27.2	6.0

Table NEA.8.6 RSEs for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2009 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	3.3	2.7	3.2	4.1	5.1	16.7	5.0	10.5	1.6
SEIFA IRSD quintile 5										
20–24 year old population with relevant qualification (d)	%	9.8	10.4	16.4	21.2	25.3	40.5	11.6	35.2	6.6
Total 20–24 year old population (e)	%	9.8	9.8	16.2	18.5	26.4	40.5	11.6	32.3	6.5
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	1.6	2.4	2.0	5.4	4.6	–	1.4	12.4	0.9

(a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Persons aged 20–24 years who have identified as having attained year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(e) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.

– Nil or rounded to zero.

Source: ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.8.7 95 per cent confidence intervals for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2009 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
20–24 year old population with relevant qualification (d)	± '000	23.9	17.4	12.8	6.2	6.2	2.0	1.0	1.0	32.6
Total 20–24 year old population (e)	± '000	27.8	17.5	16.9	10.2	8.2	3.2	1.1	1.7	35.4
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	± %	6.6	13.0	9.2	11.8	12.5	9.4	72.2	24.6	4.7
SEIFA IRSD quintile 2										
20–24 year old population with relevant qualification (d)	± '000	19.0	19.7	14.9	10.3	6.7	1.8	1.6	1.0	41.2
Total 20–24 year old population (e)	± '000	22.6	20.9	18.5	12.4	9.9	2.5	1.8	1.8	46.0
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	± %	8.4	9.3	11.2	10.3	10.9	25.1	17.8	16.3	4.4
SEIFA IRSD quintile 3										
20–24 year old population with relevant qualification (d)	± '000	19.3	14.8	10.7	7.4	6.2	2.4	2.2	2.2	25.6
Total 20–24 year old population (e)	± '000	19.5	14.5	14.3	9.9	6.7	2.8	2.4	2.9	28.1
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	± %	6.8	7.0	8.4	17.1	11.1	18.1	16.3	16.8	3.8
SEIFA IRSD quintile 4										
20–24 year old population with relevant qualification (d)	± '000	17.6	19.4	15.5	7.8	4.9	2.3	2.3	0.9	32.1
Total 20–24 year old population (e)	± '000	21.5	21.2	17.5	9.4	5.3	3.7	2.6	1.1	35.7

Table NEA.8.7 95 per cent confidence intervals for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2009 (a)

	<i>Unit</i>		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	±	%	5.5	4.9	5.7	6.9	8.8	23.7	9.1	16.1	2.7
SEIFA IRSD quintile 5											
20–24 year old population with relevant qualification (d)	±	'000	22.2	19.0	20.2	12.5	6.1	1.4	3.6	1.1	43.4
Total 20–24 year old population (e)	±	'000	23.0	19.1	20.7	12.5	7.0	1.4	3.7	1.2	45.0
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	±	%	3.0	4.5	3.8	9.3	8.2	–	2.7	19.7	1.7

(a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Persons aged 20–24 years who have identified as having attained year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(e) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.

– Nil or rounded to zero.

Source: ABS (2009) *Survey of Education and Work, 2009*. Cat. no. 6227.0.

Table NEA.8.8 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2008 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
20–24 year old population with relevant qualification (d)	'000	78.7	41.1	36.3	16.4	16.8	6.1	0.4	0.7	196.6
Total 20–24 year old population (e)	'000	109.5	48.4	46.4	26.7	26.1	10.9	0.4	1.2	269.7
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	71.9	84.9	78.2	61.4	64.4	56.0	100.0	58.3	72.9
SEIFA IRSD quintile 2										
20–24 year old population with relevant qualification (d)	'000	78.5	64.6	49.8	19.0	21.0	3.9	0.8	1.5	239.0
Total 20–24 year old population (e)	'000	96.7	77.1	63.4	27.2	25.5	5.9	1.0	2.2	298.8
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	81.2	83.8	78.5	69.9	82.4	66.1	80.0	68.2	80.0
SEIFA IRSD quintile 3										
20–24 year old population with relevant qualification (d)	'000	69.1	72.4	45.3	27.2	17.7	5.2	3.1	1.6	241.5
Total 20–24 year old population (e)	'000	78.7	79.6	52.9	32.8	20.8	6.2	4.0	2.8	277.7
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	87.8	91.0	85.6	82.9	85.1	83.9	77.5	57.1	87.0
SEIFA IRSD quintile 4										
20–24 year old population with relevant qualification (d)	'000	75.6	63.5	55.5	25.3	16.6	5.5	8.0	0.8	250.8
Total 20–24 year old population (e)	'000	87.9	71.9	66.6	28.4	18.7	6.5	9.0	1.3	290.3

Table NEA.8.8 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2008 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	86.0	88.3	83.3	89.1	88.8	84.6	88.9	61.5	86.4
SEIFA IRSD quintile 5										
20–24 year old population with relevant qualification (d)	no.	84.9	83.8	59.3	30.5	14.1	2.2	11.5	1.5	287.8
Total 20–24 year old population (e)	no.	91.1	89.7	63.1	33.5	14.3	2.4	12.1	1.9	308.0
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	93.2	93.4	94.0	91.0	98.6	91.7	95.0	78.9	93.4

(a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Persons aged 20–24 years who have identified as having attained year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(e) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

Table NEA.8.9 RSEs for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2008 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
20–24 year old population with relevant qualification (d)	%	10.5	14.2	18.3	23.1	16.0	15.9	100.8	39.0	7.0
Total 20–24 year old population (e)	%	8.8	11.9	15.8	17.9	12.0	13.6	100.8	37.0	5.8
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	4.9	4.6	7.4	12.2	8.2	12.6	–	28.8	3.0
SEIFA IRSD quintile 2										
20–24 year old population with relevant qualification (d)	%	11.7	9.2	13.7	18.8	12.9	24.6	82.8	33.8	6.1
Total 20–24 year old population (e)	%	11.3	9.2	13.3	12.5	11.1	18.4	66.0	31.5	5.7
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	4.0	3.7	3.7	10.4	6.4	11.7	57.7	11.6	2.2
SEIFA IRSD quintile 3										
20–24 year old population with relevant qualification (d)	%	10.9	12.4	13.2	14.6	18.6	34.7	28.8	28.2	5.7
Total 20–24 year old population (e)	%	10.6	12.1	14.2	13.1	18.2	30.6	26.1	26.7	5.7
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	3.6	2.4	4.6	5.3	7.2	11.7	10.3	21.5	1.7
SEIFA IRSD quintile 4										
20–24 year old population with relevant qualification (d)	%	10.9	12.1	8.6	20.5	19.1	20.7	18.1	35.3	6.3
Total 20–24 year old population (e)	%	9.1	12.3	8.4	18.6	18.5	19.8	18.7	33.9	5.4

Table NEA.8.9 RSEs for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2008 (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	3.6	2.4	3.6	5.0	5.2	9.7	4.9	30.0	1.8
					SEIFA IRSD quintile 5					
20–24 year old population with relevant qualification (d)	%	9.8	8.1	14.4	9.9	19.3	35.8	13.1	31.7	5.4
Total 20–24 year old population (e)	%	9.1	8.0	14.2	9.8	19.2	36.4	13.1	32.7	4.9
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	%	2.6	2.4	2.1	3.7	1.4	6.4	1.9	8.3	1.2

(a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Persons aged 20–24 years who have identified as having attained year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(e) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.

– Nil or rounded to zero.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

Table NEA.8.10 95 per cent confidence intervals for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2008 (a)

		<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1											
20–24 year old population with relevant qualification (d)	±	'000	16.2	11.5	13.0	7.4	5.3	1.9	0.8	0.5	26.9
Total 20–24 year old population (e)	±	'000	18.8	11.3	14.3	9.4	6.1	2.9	0.8	0.8	30.4
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	±	%	6.9	7.6	11.3	14.7	10.3	13.9	–	34.4	4.4
SEIFA IRSD quintile 2											
20–24 year old population with relevant qualification (d)	±	'000	17.9	11.7	13.4	7.0	5.3	1.9	1.2	1.0	28.8
Total 20–24 year old population (e)	±	'000	21.4	13.9	16.5	6.7	5.5	2.1	1.3	1.3	33.3
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	±	%	6.4	6.0	5.7	14.2	10.3	15.3	86.4	15.4	3.4
SEIFA IRSD quintile 3											
20–24 year old population with relevant qualification (d)	±	'000	14.8	17.5	11.7	7.8	6.4	3.5	1.8	0.9	27.2
Total 20–24 year old population (e)	±	'000	16.4	18.8	14.7	8.4	7.4	3.7	2.0	1.5	31.0
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	±	%	6.1	4.2	7.7	8.6	11.9	19.3	15.8	24.2	3.0
SEIFA IRSD quintile 4											
20–24 year old population with relevant qualification (d)	±	'000	16.2	15.0	9.3	10.2	6.2	2.2	2.8	0.5	31.0
Total 20–24 year old population (e)	±	'000	15.7	17.4	11.0	10.4	6.8	2.5	3.3	0.9	31.0

Table NEA.8.10 95 per cent confidence intervals for the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2008 (a)

	<i>Unit</i>		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	±	%	6.1	4.1	5.8	8.7	9.0	16.1	8.5	35.8	3.0
SEIFA IRSD quintile 5											
20–24 year old population with relevant qualification (d)	±	'000	16.2	13.4	16.7	5.9	5.3	1.5	3.0	0.9	30.4
Total 20–24 year old population (e)	±	'000	16.2	14.1	17.6	6.4	5.4	1.7	3.1	1.2	29.7
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above	±	%	4.8	4.4	3.9	6.6	2.8	11.5	3.6	13.4	2.2

(a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Persons aged 20–24 years who have identified as having attained year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(e) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.
– Nil or rounded to zero.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

NEA Indicator 9:

The proportion of young people participating in post-school education or training six months after school

Table NEA.9.1 Proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2009

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Completed year 12	'000	130.4	94.9	111.1	48.8	29.9	7.1	8.0	3.4	433.6
Fully participating in education and/or training (c)	%	63.1	61.8	np	56.5	51.1	51.5	60.3	np	55.3
Fully participating in education, training and/or employment (d)	%	81.1	78.2	75.3	79.1	78.4	75.1	96.0	57.9	78.6
Completed year 11	'000	20.6	21.1	16.6	np	8.6	2.0	np	np	82.4
Fully participating in education and/or training (c)	%	10.1	23.0	np	18.6	25.3	np	–	–	15.4
Fully participating in education, training and/or employment (d)	%	46.5	66.0	52.6	59.5	71.9	69.7	74.3	62.4	58.2
Completed year 10 or below	'000	68.6	35.6	44.0	23.5	12.7	5.9	np	np	194.4
Fully participating in education and/or training (c)	%	4.2	16.4	7.1	np	9.6	11.0	np	–	7.6
Fully participating in education, training and/or employment (d)	%	49.4	46.3	43.6	72.8	41.4	52.4	62.1	57.8	50.1
Total (e)	'000	219.7	151.6	171.6	83.9	51.2	15.0	10.4	7.1	710.4
Fully participating in education and/or training (c)	%	39.7	45.8	30.2	36.4	36.4	np	49.8	np	37.6
Fully participating in education, training and/or employment (d)	%	68.0	69.0	65.0	74.7	68.1	65.5	88.9	58.7	68.4

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia included 'Other Territories'.

(c) Includes full time participation in education/training.

(d) Includes full time participation in education/training, or full time participation in employment, or a mix of participation in education/training and employment.

Table NEA.9.1 Proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2009

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
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(e) Total population of all school leavers aged 15–19 years.

np Not published. – Nil or rounded to zero.

Source: ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.9.2 RSEs for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2009

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Completed year 12	%	4.8	5.4	5.5	6.6	6.0	16.7	8.2	22.9	2.6
Fully participating in education and/or training (c)	%	5.0	5.2	np	10.2	11.4	23.3	12.7	np	3.0
Fully participating in education, training and/or employment (d)	%	3.4	3.3	4.0	5.6	8.5	13.6	3.1	23.9	1.9
Completed year 11	%	19.7	17.6	19.5	np	20.5	35.9	np	np	9.2
Fully participating in education and/or training (c)	%	53.3	33.9	np	32.0	34.6	np	–	–	17.9
Fully participating in education, training and/or employment (d)	%	20.6	13.2	20.7	20.2	13.0	27.7	48.3	38.6	5.0
Completed year 10 or below	%	10.3	16.7	12.8	15.7	13.7	14.0	np	np	5.0
Fully participating in education and/or training (c)	%	50.4	30.1	58.3	np	47.4	55.4	np	–	19.6
Fully participating in education, training and/or employment (d)	%	11.9	15.8	17.3	10.8	21.0	19.1	31.6	20.1	6.7
Total (e)	%	3.3	3.9	3.4	5.2	3.6	7.1	6.3	9.7	1.1
Fully participating in education and/or training (c)	%	8.2	8.2	10.1	11.7	10.9	np	13.9	np	3.9
Fully participating in education, training and/or employment (d)	%	4.5	5.2	4.9	5.3	6.5	9.9	5.4	11.9	1.9

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Includes full time participation in education/training.

(d) Includes full time participation in education/training, or full time participation in employment, or a mix of participation in education/training and employment.

Table NEA.9.2 RSEs for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2009

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
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(e) Total population of all school leavers aged 15–19 years.

np Not published. – Nil or rounded to zero.

Source: ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.9.3 95 per cent confidence intervals for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2009

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Completed year 12	± '000	12.3	10.0	11.9	6.3	3.5	2.3	1.3	1.5	21.9
Fully participating in education and/or training (c)	± %	6.1	6.2	np	11.3	11.4	23.5	15.0	np	3.3
Fully participating in education, training and/or employment (d)	± %	5.4	5.1	5.8	8.7	13.1	20.0	5.8	27.1	2.9
Completed year 11	± '000	8.0	7.3	6.3	np	3.5	1.4	np	np	14.9
Fully participating in education and/or training (c)	± %	10.6	15.3	np	11.7	17.1	np	–	–	5.4
Fully participating in education, training and/or employment (d)	± %	18.8	17.1	21.3	23.5	18.3	37.8	70.3	47.2	5.7
Completed year 10 or below	± '000	13.8	11.6	11.0	7.2	3.4	1.6	np	np	19.1
Fully participating in education and/or training (c)	± %	4.1	9.7	8.1	np	8.9	12.0	np	–	2.9
Fully participating in education, training and/or employment (d)	± %	11.5	14.4	14.8	15.5	17.0	19.6	38.5	22.8	6.6
Total (e)	± '000	14.4	11.6	11.3	8.6	3.6	2.1	1.3	1.4	15.2
Fully participating in education and/or training (c)	± %	6.4	7.3	6.0	8.3	7.8	np	13.6	np	2.8
Fully participating in education, training and/or employment (d)	± %	6.0	7.1	6.2	7.8	8.7	12.8	9.4	13.6	2.5

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Includes full time participation in education/training.

(d) Includes full time participation in education/training, or full time participation in employment, or a mix of participation in education/training and employment.

Table NEA.9.3 95 per cent confidence intervals for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2009

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
(e) Total population of all school leavers aged 15–19 years.										

np Not published. – Nil or rounded to zero.

Source: ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.9.4 Proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Completed year 12	'000	124.8	104.0	101.1	54.8	30.0	7.3	8.5	1.8	432.2
Fully participating in education and/or training (c)	%	52.3	66.9	41.6	48.2	55.2	44.9	48.4	46.0	52.8
Fully participating in education, training and/or employment (d)	%	82.0	85.9	82.6	80.1	79.8	68.8	85.2	86.2	82.5
Completed year 11	'000	21.4	19.2	14.4	12.3	np	np	np	0.8	80.7
Fully participating in education and/or training (c)	%	18.6	8.3	13.9	15.9	8.9	np	–	np	13.2
Fully participating in education, training and/or employment (d)	%	np	68.3	68.9	67.1	63.6	57.9	np	74.9	63.8
Completed year 10 or below	'000	71.5	31.4	35.1	17.2	np	np	1.7	1.6	173.1
Fully participating in education and/or training (c)	%	9.9	10.6	5.7	4.6	np	9.9	–	np	8.4
Fully participating in education, training and/or employment (d)	%	55.5	69.4	49.9	73.5	51.3	59.4	71.1	52.1	58.7
Total (e)	000	217.7	154.5	150.6	84.2	48.2	16.1	10.5	4.2	685.9
Fully participating in education and/or training (c)	%	35.1	48.2	30.6	34.6	37.5	25.4	39.2	22.8	36.9
Fully participating in education, training and/or employment (d)	%	70.5	80.4	73.7	76.9	71.7	63.5	83.4	70.9	74.3

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Includes full time participation in education/training.

(d) Includes full time participation in education/training, or full time participation in employment, or a mix of participation in education/training and employment.

Table NEA.9.4 Proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
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(e) Total population of all school leavers aged 15–19 years.

np Not published. – Nil or rounded to zero.

Source: ABS (2009) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

Table NEA.9.5 RSEs for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Completed year 12	%	4.1	3.2	3.3	6.1	6.3	9.1	7.3	18.4	1.9
Fully participating in education and/or training (c)	%	5.5	4.2	8.8	9.1	9.5	19.3	17.7	24.4	2.6
Fully participating in education, training and/or employment (d)	%	2.8	2.0	3.3	4.0	4.9	9.7	6.4	9.8	1.2
Completed year 11	%	14.5	16.4	14.2	17.3	np	np	np	35.0	6.8
Fully participating in education and/or training (c)	%	33.7	47.2	48.9	37.7	58.8	np	–	np	15.2
Fully participating in education, training and/or employment (d)	%	np	11.5	11.4	12.5	15.3	24.1	np	20.7	7.2
Completed year 10 or below	%	8.2	12.6	9.9	15.1	np	np	36.1	22.6	4.2
Fully participating in education and/or training (c)	%	26.9	36.4	43.6	56.5	np	32.9	–	np	20.2
Fully participating in education, training and/or employment (d)	%	9.1	9.6	11.3	8.4	15.5	10.7	18.1	23.8	3.8
Total (e)	%	2.3	2.9	2.5	3.6	3.1	4.4	5.6	16.5	1.1
Fully participating in education and/or training (c)	%	6.5	4.9	9.4	9.7	9.1	19.5	21.2	24.7	3.0
Fully participating in education, training and/or employment (d)	%	3.4	2.8	3.2	3.6	4.6	6.5	6.3	9.2	1.4

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Includes full time participation in education/training.

(d) Includes full time participation in education/training, or full time participation in employment, or a mix of participation in education/training and employment.

Table NEA.9.5 RSEs for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
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(e) Total population of all school leavers aged 15–19 years.

np Not published. – Nil or rounded to zero.

Source: ABS (2009) *Survey of Education and Work, 2008*. (cat. no. 6227.0).

Table NEA.9.6 95 per cent confidence intervals for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Completed year 12	± '000	10.1	6.6	6.5	6.6	3.7	1.3	1.2	0.7	16.0
Fully participating in education and/or training (c)	± %	5.6	5.5	7.2	8.6	10.2	17.0	16.8	22.0	2.7
Fully participating in education, training and/or employment (d)	± %	4.6	3.3	5.3	6.3	7.6	13.0	10.7	16.5	1.9
Completed year 11	± '000	6.1	6.2	4.0	4.2	np	np	np	0.5	10.7
Fully participating in education and/or training (c)	± %	12.3	7.7	13.3	11.8	10.2	np	–	np	3.9
Fully participating in education, training and/or employment (d)	± %	np	15.3	15.3	16.5	19.1	27.4	np	30.4	9.0
Completed year 10 or below	± '000	11.5	7.7	6.8	5.1	np	np	1.2	0.7	14.3
Fully participating in education and/or training (c)	± %	5.2	7.6	4.9	5.1	np	6.4	–	np	3.3
Fully participating in education, training and/or employment (d)	± %	9.9	13.1	11.0	12.1	15.6	12.4	25.2	24.3	4.4
Total (e)	± '000	9.8	8.8	7.4	6.0	3.0	1.4	1.1	1.4	14.9
Fully participating in education and/or training (c)	± %	4.4	4.6	5.6	6.6	6.7	9.7	16.3	11.0	2.1
Fully participating in education, training and/or employment (d)	± %	4.7	4.4	4.6	5.4	6.4	8.0	10.3	12.8	2.0

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Includes full time participation in education/training.

(d) Includes full time participation in education/training, or full time participation in employment, or a mix of participation in education/training and employment.

Table NEA.9.6 95 per cent confidence intervals for the proportion of young people (15–19 years) who have left school, by level of schooling completed and engagement in post school education, training and/or employment, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
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(e) Total population of all school leavers aged 15–19 years.

np Not published. – Nil or rounded to zero.

Source: ABS (2009) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

Table NEA.9.7 **Proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2009, by SES based on ABS SEIFA (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	31.8	12.3	13.9	7.0	6.8	2.2	–	1.9	75.7
Total 15–19 year old population (e)	no.	58.1	27.1	23.8	12.8	11.8	4.5	–	2.7	140.8
Proportion fully engaged in education, training and/or employment	%	54.6	45.3	58.4	54.4	57.4	47.9	–	71.1	53.8
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	17.3	15.0	17.4	11.7	9.6	0.8	–	0.6	72.4
Total 15–19 year old population (e)	no.	35.7	22.0	32.3	16.7	13.2	2.1	–	1.5	123.6
Proportion fully engaged in education, training and/or employment	%	48.4	68.2	53.8	70.2	72.7	37.3	–	37.6	58.6
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	30.3	28.0	24.4	11.7	3.6	2.7	2.1	0.7	103.4
Total 15–19 year old population (e)	no.	39.3	33.7	34.7	14.9	7.1	3.2	2.4	1.1	136.5
Proportion fully engaged in education, training and/or employment	%	77.1	83.1	70.2	78.4	49.8	84.7	86.9	63.0	75.8
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	29.5	21.5	29.7	14.3	8.5	2.6	0.9	0.6	107.7
Total 15–19 year old population (e)	no.	40.0	31.3	46.1	18.9	10.4	3.3	1.3	1.1	152.4

Table NEA.9.7 Proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2009, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
Proportion fully engaged in education, training and/or employment	%	73.9	68.6	64.4	75.7	81.1	79.9	73.6	54.9	70.6
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	39.7	27.2	23.4	16.7	6.5	1.5	5.9	0.4	121.4
Total 15–19 year old population (e)	no.	45.3	35.4	31.4	19.3	8.7	1.8	6.4	0.7	148.9
Proportion fully engaged in education, training and/or employment	%	87.7	77.0	74.6	86.5	75.1	82.2	92.1	56.1	81.5
Total										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	149.3	104.6	111.6	62.6	34.9	9.8	9.3	4.1	486.2
Total 15–19 year old population (e)	no.	219.7	151.6	171.6	83.9	51.2	15.0	10.4	7.1	710.4
Proportion fully engaged in education, training and/or employment	%	68.0	69.0	65.0	74.7	68.1	65.5	88.9	58.7	68.4

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2009 for persons who left school at any previous point in time).

(e) Total population of all school leavers aged 15–19 years.

– Nil or rounded to zero.

Source: ABS (unpublished) 2006 Census of Population and Housing; ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.9.8 RSEs for the proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2009, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (d)	<i>no.</i>	21.5	25.1	23.6	29.4	24.1	30.8	–	28.6	10.3
Total 15–19 year old population (e)	<i>no.</i>	15.4	23.5	21.3	22.7	17.1	25.0	–	25.0	8.2
Proportion fully engaged in education, training and/or employment	%	13.1	12.8	19.1	20.7	15.9	23.6	–	16.9	6.3
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (d)	<i>no.</i>	16.8	19.9	19.5	26.1	24.6	57.7	–	61.3	9.0
Total 15–19 year old population (e)	<i>no.</i>	15.0	16.8	14.9	20.5	21.5	32.3	–	48.6	7.6
Proportion fully engaged in education, training and/or employment	%	13.0	15.3	13.5	11.5	12.6	48.4	–	75.3	6.9
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (d)	<i>no.</i>	18.4	14.0	16.4	27.7	29.8	32.7	35.1	50.9	7.7
Total 15–19 year old population (e)	<i>no.</i>	16.7	14.6	13.8	25.9	26.6	28.2	32.2	36.1	6.4
Proportion fully engaged in education, training and/or employment	%	9.1	6.5	8.6	12.9	24.0	12.9	11.5	34.4	3.7
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (d)	<i>no.</i>	13.1	18.4	12.5	23.9	21.3	30.2	47.3	59.7	6.9
Total 15–19 year old population (e)	<i>no.</i>	15.0	17.5	11.3	20.1	23.4	29.1	38.9	37.2	6.3

Table NEA.9.8 RSEs for the proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2009, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
Proportion fully engaged in education, training and/or employment	%	6.7	8.7	6.4	12.3	9.8	9.9	27.4	49.1	3.3
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (d)	<i>no.</i>	13.1	16.2	14.5	19.8	28.8	40.7	16.2	61.4	6.4
Total 15–19 year old population (e)	<i>no.</i>	11.3	12.6	13.0	17.8	26.4	42.4	15.5	51.9	5.5
Proportion fully engaged in education, training and/or employment	%	3.6	8.7	6.7	6.5	13.0	13.5	4.6	40.6	2.6
Total										
All school leavers										
Fully engaged in education, training and/or employment (d)	<i>no.</i>	4.9	5.4	5.1	6.5	8.1	11.5	6.9	16.1	2.1
Total 15–19 year old population (e)	<i>no.</i>	3.3	3.9	3.4	5.2	3.6	7.1	6.3	9.7	1.1
Proportion fully engaged in education, training and/or employment	%	4.5	5.2	4.9	5.3	6.5	9.9	5.4	11.9	1.9

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2009 for persons who left school at any previous point in time).

(e) Total population of all school leavers aged 15–19 years.

– Nil or rounded to zero.

Source: ABS (unpublished) 2006 Census of Population and Housing; ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.9.9 95 per cent confidence intervals for the proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2009, by SES based on ABS SEIFA (a)

		<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	13.4	6.1	6.4	4.0	3.2	1.3	–	1.1	15.3
Total 15–19 year old population (e)	±	no.	17.6	12.5	9.9	5.7	3.9	2.2	–	1.3	22.7
Proportion fully engaged in education, training and/or employment	±	%	14.0	11.4	21.9	22.0	17.9	22.1	–	23.5	6.6
SEIFA IRSD quintile 2											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	5.7	5.8	6.6	6.0	4.6	0.9	–	0.7	12.7
Total 15–19 year old population (e)	±	no.	10.5	7.3	9.4	6.7	5.6	1.4	–	1.4	18.4
Proportion fully engaged in education, training and/or employment	±	%	12.4	20.4	14.2	15.8	18.0	35.3	–	55.6	7.9
SEIFA IRSD quintile 3											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	10.9	7.7	7.8	6.4	2.1	1.7	1.4	0.7	15.6
Total 15–19 year old population (e)	±	no.	12.9	9.6	9.4	7.6	3.7	1.8	1.5	0.8	17.2
Proportion fully engaged in education, training and/or employment	±	%	13.7	10.6	11.8	19.8	23.4	21.5	19.6	42.5	5.5
SEIFA IRSD quintile 4											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	7.6	7.7	7.3	6.7	3.5	1.6	0.9	0.7	14.5
Total 15–19 year old population (e)	±	no.	11.8	10.7	10.2	7.5	4.8	1.9	1.0	0.8	18.8

Table NEA.9.9 95 per cent confidence intervals for the proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2009, by SES based on ABS SEIFA (a)

	<i>Unit</i>		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
Proportion fully engaged in education, training and/or employment	±	%	9.6	11.7	8.1	18.2	15.5	15.5	39.5	52.9	4.6
SEIFA IRSD quintile 5											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	10.2	8.7	6.7	6.5	3.7	1.2	1.9	0.5	15.2
Total 15–19 year old population (e)	±	no.	10.1	8.7	8.0	6.7	4.5	1.5	2.0	0.7	16.0
Proportion fully engaged in education, training and/or employment	±	%	6.1	13.1	9.8	11.0	19.1	21.7	8.2	44.7	4.1
Total											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	14.3	11.2	11.1	8.0	5.5	2.2	1.3	1.3	20.4
Total 15–19 year old population (e)	±	no.	14.4	11.6	11.3	8.6	3.6	2.1	1.3	1.4	15.2
Proportion fully engaged in education, training and/or employment	±	%	6.0	7.1	6.2	7.8	8.7	12.8	9.4	13.6	2.5

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2009 for persons who left school at any previous point in time).

(e) Total population of all school leavers aged 15–19 years.

– Nil or rounded to zero.

Source: ABS (unpublished) 2006 Census of Population and Housing; ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.9.10 Proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2008, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	27.3	17.2	16.6	8.7	6.3	2.8	–	0.6	79.4
Total 15–19 year old population (e)	no.	46.2	24.6	27.0	14.4	11.6	5.2	–	1.0	130.0
Proportion fully engaged in education, training and/or employment	%	59.1	69.9	61.4	60.0	54.1	54.1	–	59.1	61.1
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	24.5	20.6	20.5	8.3	6.6	2.0	0.4	0.8	83.8
Total 15–19 year old population (e)	no.	36.0	24.8	29.8	11.9	9.3	3.0	0.6	1.3	116.6
Proportion fully engaged in education, training and/or employment	%	68.1	83.3	68.9	69.4	71.6	66.1	72.2	64.1	71.9
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	29.4	25.3	22.4	14.8	6.3	1.8	1.4	0.9	102.3
Total 15–19 year old population (e)	no.	38.9	33.1	27.7	17.8	7.7	2.9	2.0	1.0	131.1
Proportion fully engaged in education, training and/or employment	%	75.6	76.5	80.9	82.9	82.5	61.4	69.4	85.0	78.0
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	28.6	29.3	24.3	13.1	6.8	3.0	1.8	0.4	107.2
Total 15–19 year old population (e)	no.	41.5	34.8	34.6	15.4	9.7	4.0	1.8	0.4	142.2

Table NEA.9.10 Proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2008, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
Proportion fully engaged in education, training and/or employment	%	68.9	84.1	70.3	85.2	69.8	76.2	100.0	85.0	75.4
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	39.7	28.9	24.8	19.9	7.6	0.5	4.1	0.4	125.9
Total 15–19 year old population (e)	no.	51.1	33.9	29.1	24.6	9.0	0.9	5.1	0.5	154.3
Proportion fully engaged in education, training and/or employment	%	77.7	85.3	84.9	80.8	84.5	55.7	81.1	69.8	81.6
Total										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	153.5	124.2	110.9	64.7	34.5	10.2	8.7	3.0	509.8
Total 15–19 year old population (e)	no.	217.7	154.5	150.6	84.2	48.2	16.1	10.5	4.2	685.9
Proportion fully engaged in education, training and/or employment	%	70.5	80.4	73.7	76.9	71.7	63.5	83.4	70.9	74.3

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2008 for persons who left school at any previous point in time).

(e) Total population of all school leavers aged 15–19 years.

– Nil or rounded to zero.

Source: ABS (unpublished) 2006 Census of Population and Housing; ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

Table NEA.9.11 **RSEs for the proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2008, by SES based on ABS SEIFA (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	12.3	15.4	23.7	25.4	24.4	19.7	–	46.9	8.6
Total 15-19 year old population (e)	no.	10.4	13.3	20.8	19.6	17.7	16.7	–	35.5	6.4
Proportion fully engaged in education, training and/or employment	%	10.7	7.8	15.4	16.0	17.5	14.7	–	29.7	6.2
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	19.2	14.0	21.2	26.0	15.1	26.6	101.2	38.3	7.9
Total 15-19 year old population (e)	no.	19.3	11.5	17.8	21.2	14.0	19.2	79.0	33.1	8.1
Proportion fully engaged in education, training and/or employment	%	8.6	6.9	9.1	12.0	10.8	15.6	105.9	20.4	4.7
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	12.4	16.5	14.8	16.8	16.6	40.0	41.0	42.8	5.1
Total 15-19 year old population (e)	no.	11.7	17.1	14.4	14.6	16.1	29.6	36.1	44.5	4.6
Proportion fully engaged in education, training and/or employment	%	6.7	7.4	6.4	8.1	8.1	19.3	17.6	10.6	3.1
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (d)	no.	16.9	14.4	12.8	21.7	20.3	26.9	35.1	68.2	8.1
Total 15-19 year old population (e)	no.	14.6	12.6	13.0	19.9	21.8	26.1	35.1	60.3	7.7

Table NEA.9.11 RSEs for the proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2008, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>	
Proportion fully engaged in education, training and/or employment	%	8.5	5.0	8.4	6.5	7.9	14.4	-	-	23.3	3.1
SEIFA IRSD quintile 5											
All school leavers											
Fully engaged in education, training and/or employment (d)	no.	10.9	16.7	16.2	16.4	19.5	83.7	15.8	53.7	7.1	
Total 15-19 year old population (e)	no.	11.2	14.0	17.2	14.1	17.9	54.7	16.5	41.2	6.7	
Proportion fully engaged in education, training and/or employment	%	5.8	5.5	5.8	6.7	8.1	75.8	11.1	31.5	2.7	
Total											
All school leavers											
Fully engaged in education, training and/or employment (d)	no.	3.2	3.2	3.4	5.9	5.2	7.4	7.8	18.5	1.6	
Total 15-19 year old population (e)	no.	2.3	2.9	2.5	3.6	3.1	4.4	5.6	16.5	1.1	
Proportion fully engaged in education, training and/or employment	%	3.4	2.8	3.2	3.6	4.6	6.5	6.3	9.2	1.4	

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2009 for persons who left school at any previous point in time).

(e) Total population of all school leavers aged 15–19 years.

– Nil or rounded to zero.

Source: ABS (unpublished) 2006 Census of Population and Housing; ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

Table NEA.9.12 95 per cent confidence intervals for the proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2008, by SES based on ABS SEIFA (a)

	<i>Unit</i>		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	6.6	5.2	7.7	4.3	3.0	1.1	-	0.5	13.5
Total 15–19 year old population (e)	±	no.	9.4	6.4	11.0	5.6	4.0	1.7	-	0.7	16.4
Proportion fully engaged in education, training and/or employment	±	%	12.4	10.7	18.5	18.8	18.5	15.6	-	34.3	7.4
SEIFA IRSD quintile 2											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	9.2	5.7	8.5	4.2	2.0	1.0	0.8	0.6	13.0
Total 15–19 year old population (e)	±	no.	13.6	5.6	10.4	5.0	2.5	1.1	0.9	0.8	18.5
Proportion fully engaged in education, training and/or employment	±	%	11.5	11.3	12.3	16.3	15.2	20.3	149.8	25.7	6.6
SEIFA IRSD quintile 3											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	7.2	8.2	6.5	4.9	2.1	1.4	1.1	0.7	10.2
Total 15–19 year old population (e)	±	no.	8.9	11.1	7.8	5.1	2.4	1.7	1.4	0.9	11.7
Proportion fully engaged in education, training and/or employment	±	%	9.9	11.1	10.2	13.1	13.1	23.2	24.0	17.7	4.7
SEIFA IRSD quintile 4											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	9.5	8.3	6.1	5.6	2.7	1.6	1.2	0.5	16.9
Total 15–19 year old population (e)	±	no.	11.9	8.6	8.8	6.0	4.1	2.0	1.2	0.5	21.3

Table NEA.9.12 95 per cent confidence intervals for the proportion of young people (15–19 years) who have left school, and are participating in post school education, training and/or employment, 2008, by SES based on ABS SEIFA (a)

	<i>Unit</i>		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
Proportion fully engaged in education, training and/or employment	±	%	11.5	8.2	11.6	10.8	10.8	21.6	-	38.8	4.6
SEIFA IRSD quintile 5											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	8.5	9.5	7.9	6.4	2.9	0.8	1.3	0.4	17.6
Total 15–19 year old population (e)	±	no.	11.3	9.3	9.8	6.8	3.2	0.9	1.6	0.4	20.4
Proportion fully engaged in education, training and/or employment	±	%	8.9	9.1	9.6	10.5	13.4	82.7	17.7	43.1	4.4
Total											
All school leavers											
Fully engaged in education, training and/or employment (d)	±	no.	9.7	7.9	7.5	7.5	3.5	1.5	1.3	1.1	15.7
Total 15–19 year old population (e)	±	no.	9.8	8.8	7.4	6.0	3.0	1.4	1.1	1.4	14.9
Proportion fully engaged in education, training and/or employment	±	%	4.7	4.4	4.6	5.4	6.4	8.0	10.3	12.8	2.0

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2009 for persons who left school at any previous point in time).

(e) Total population of all school leavers aged 15–19 years.

– Nil or rounded to zero.

Source: ABS (unpublished) 2006 Census of Population and Housing; ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

NEA Indicator 10:

**The proportion of 18 to 24 year olds
engaged in full time employment,
education or training at or above
Certificate III**

Table NEA 10.1 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2009 and 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Proportion of 18–24 year old population engaged in FT employment, education or training at or above Cert. III, 2009										
18–24 year old population engaged in FT employment, education or training at or above Cert. III (c)										
Participation in FT education at or above Cert. III and PT or no employment	'000	210.3	175.3	98.4	58.1	43.9	9.7	12.8	1.6	610.2
Participation in FT employment and not in FT education at or above Cert. III	'000	260.1	195.7	199.8	101.5	60.3	19.6	17.0	12.5	866.7
Participation in a combination of education at or above Cert III and employment (either FT Education and FT Employment or PT Education and PT Employment)	'000	17.7	9.8	15.9	4.8	5.9	1.9	1.5	0.5	57.9
Total	'000	488.1	380.8	314.0	164.4	110.2	31.2	31.3	14.7	1 534.7
Total 18–24 year old population (d)	'000	670.8	535.5	425.8	218.6	154.3	45.4	38.9	21.0	2 110.4
Proportion of 18–24 year old population engaged in FT employment, education or training at or above Certificate III	%	72.8	71.1	73.7	75.2	71.4	68.8	80.6	69.7	72.7
Proportion of 18–24 year old population engaged in FT employment, education or training at or above Cert. III, 2008										
18–24 year old population engaged in FT employment, education or training at or above Cert. III (c)										
Participation in FT education at or above Cert. III and PT or no employment	'000	178.8	182.4	81.6	50.0	41.6	np	12.1	np	559.4
Participation in FT employment and not in FT education at or above Cert. III	'000	292.7	206.2	211.9	110.9	63.8	18.4	19.4	7.1	930.5
Participation in a combination of education at or above Cert III and employment (either FT Education and FT Employment or PT Education and PT Employment)	'000	19.6	15.3	18.0	5.2	3.2	np	0.9	np	63.0

Table NEA 10.1 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2009 and 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Total	'000	491.1	403.9	311.4	166.2	108.6	30.1	32.5	9.0	1 552.9
Total 18–24 year old population (d)	'000	655.8	513.6	411.9	208.9	150.9	45.1	37.1	12.9	2 036.1
Proportion of 18–24 year old population engaged in FT employment, education or training at or above Certificate III	%	74.9	78.6	75.6	79.6	72.0	66.9	87.4	69.8	76.3

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Persons aged 18–24 years who are: participating in full-time employment; participating in full-time education or training at or above Certificate III; or participating in both part-time employment and part-time education or training at or above Certificate III. Excludes people with 'Certificate nfd' and people whose level could not be determined.

(d) Total population of all persons aged 18–24 years.

np Not published.

Source: ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA 10.2 RSEs and 95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2009 and 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Proportion of 18–24 year old population engaged in full time employment, education or training at or above Cert. III, 2009										
Relative Standard Errors										
18–24 year old population engaged in FT employment, education or training at or above Cert. III (c)										
Participation in FT education at or above Cert. III and PT or no employment	%	5.9	5.5	11.8	8.6	8.1	22.2	17.0	32.7	3.2
Participation in FT employment and not in FT education at or above Cert. III	%	4.6	5.3	4.9	5.2	7.1	11.5	10.4	10.0	2.2
Participation in a combination of education at or above Cert III and employment (either FT Education and FT Employment or PT Education and PT Employment)	%	20.3	25.7	18.3	26.5	27.2	32.1	52.3	61.8	10.9
Total	%	2.2	2.8	2.6	3.2	3.3	6.0	5.3	9.9	1.3
Total 18–24 year old population (d)	%	0.5	0.5	0.7	1.2	0.7	1.8	1.0	6.7	0.2
Proportion of 18–24 year old population engaged in FT employment, education or training at or above Certificate III	%	2.1	2.8	2.5	3.0	3.3	5.3	5.1	6.2	1.3
95 per cent Confidence Intervals										
18–24 year old population engaged in FT employment, education or training at or above Cert. III (c)										
Participation in FT education at or above Cert III and PT or no employment	± '000	24.2	19.0	22.8	9.8	7.0	4.2	4.3	1.0	38.1
Participation in FT employment and not in FT education at or above Cert. III	± '000	23.5	20.5	19.3	10.4	8.4	4.4	3.5	2.4	36.6

Table NEA 10.2 RSEs and 95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2009 and 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Participation in a combination of education at or above Cert III and employment (either FT Education and FT Employment or PT Education and PT Employment)	± '000	7.0	4.9	5.7	2.5	3.1	1.2	1.5	0.6	12.3
Total	± '000	20.9	20.9	16.1	10.2	7.1	3.7	3.3	2.8	40.0
Total 18–24 year old population (d)	± '000	6.9	5.0	5.6	5.1	2.0	1.6	0.8	2.8	9.6
Proportion of 18–24 year old population engaged in FT employment, education or training at or above Certificate III	± %	3.0	3.9	3.6	4.5	4.6	7.1	8.0	8.5	1.8
Proportion of 18–24 year old population engaged in full time employment, education or training at or above Cert. III, 2008										
Relative Standard Errors										
18–24 year old population engaged in FT employment, education or training at or above Cert. III (c)										
Participation in FT education at or above Cert. III and PT or no employment	%	7.2	3.0	7.4	12.8	7.1	np	11.1	np	2.7
Participation in FT employment and not in FT education at or above Cert. III	%	4.3	3.5	3.2	5.5	4.7	8.7	6.4	12.5	1.3
Participation in a combination of education at or above Cert III and employment (either FT Education and FT Employment or PT Education and PT Employment)	%	15.1	15.6	18.2	30.0	25.0	np	39.4	np	7.1
Total	%	1.8	1.5	2.5	2.7	2.9	4.5	3.1	12.0	0.9
Total 18–24 year old population (d)	%	0.4	0.4	0.8	1.2	0.5	0.6	1.3	12.6	0.2
Proportion of 18–24 year old population engaged in FT employment, education or training at or above Certificate III	%	1.7	1.4	2.5	2.4	3.0	4.5	2.7	5.9	0.8
95 per cent Confidence Intervals										

Table NEA 10.2 RSEs and 95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2009 and 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
18–24 year old population engaged in FT employment, education or training at or above Cert. III (c)										
Participation in FT education at or above Cert III and PT or no employment	± '000	25.1	10.8	11.8	12.6	5.8	np	2.6	np	30.0
Participation in FT employment and not in FT education at or above Cert. III	± '000	24.6	14.1	13.3	12.0	5.9	3.1	2.4	1.7	24.1
Participation in a combination of education at or above Cert III and employment (either FT Education and FT Employment or PT Education and PT Employment)	± '000	5.8	4.7	6.4	3.1	1.6	np	0.7	np	8.8
Total	± '000	17.6	11.6	15.1	8.7	6.1	2.7	2.0	2.1	26.8
Total 18–24 year old population (d)	± '000	5.6	4.2	6.9	5.1	1.6	0.5	1.0	3.2	9.7
Proportion of 18–24 year old population engaged in FT employment, education or training at or above Certificate III	± %	2.6	2.1	3.6	3.7	4.2	5.9	4.5	8.0	1.2

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Persons aged 18–24 years who are: participating in full-time employment; participating in full-time education or training at or above Certificate III; or participating in both part-time employment and part-time education or training at or above Certificate III. Excludes people with 'Certificate nfd' and people whose level could not be determined.

(d) Total population of all persons aged 18–24 years.

Source: ABS (2009) *Survey of Education and Work*, 2009, Cat. no. 6227.0.

Table NEA.10.3 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2009, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	94.2	53.3	43.1	22.1	22.4	8.8	0.6	3.6	248.1
Total 18–24 year old population (e)	'000	145.9	89.8	67.0	38.3	35.2	16.4	0.8	5.2	398.6
Proportion of 18–24 year old population engaged in FT employment, education or training	%	64.5	59.4	64.3	57.7	63.6	53.4	79.2	70.4	62.3
SEIFA IRSD quintile 2										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	74.9	65.8	58.1	36.4	33.8	4.0	1.1	2.2	276.4
Total 18–24 year old population (e)	'000	107.0	91.0	85.2	47.7	45.9	6.6	1.7	3.5	388.5
Proportion of 18–24 year old population engaged in FT employment, education or training	%	70.0	72.4	68.2	76.3	73.8	59.9	68.6	62.0	71.1
SEIFA IRSD quintile 3										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	88.3	73.3	58.4	30.1	14.8	7.3	3.2	5.2	280.5
Total 18–24 year old population (e)	'000	120.4	100.3	76.1	39.9	25.2	8.4	5.2	6.9	382.3
Proportion of 18–24 year old population engaged in FT employment, education or training	%	73.3	73.1	76.8	75.3	58.5	86.3	61.5	75.1	73.4
SEIFA IRSD quintile 4										

Table NEA.10.3 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2009, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	97.5	85.0	74.3	35.1	21.3	8.7	6.3	2.0	330.1
Total 18–24 year old population (e)	'000	128.4	114.8	100.3	42.6	27.3	10.7	8.5	3.1	435.8
Proportion of 18–24 year old population engaged in FT employment, education or training	%	75.9	74.0	74.1	82.4	77.8	81.7	73.7	64.1	75.7
SEIFA IRSD quintile 5										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	131.1	103.3	73.9	38.1	17.9	2.5	19.8	1.7	388.4
Total 18–24 year old population (e)	'000	165.0	135.7	91.0	47.4	20.7	3.3	22.4	2.4	488.0
Proportion of 18–24 year old population engaged in FT employment, education or training	%	79.5	76.1	81.2	80.4	86.5	76.8	88.3	71.0	79.6

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2009 for persons who left school at any previous point in time).

(e) Total population of all persons aged 18–24 years, excluding persons whose fully engaged employment or education status was unknown as well as persons with no SEIFA score.

Source: ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.10.4 **RSEs for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2009, by SES based on ABS SEIFA (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	%	15.1	16.8	18.1	22.9	20.0	17.7	78.1	22.1	8.0
Total 18–24 year old population (e)	%	12.9	13.7	16.1	17.5	15.8	13.2	69.9	21.3	6.1
Proportion of 18–24 year old population engaged in FT employment, education or training	%	6.5	7.6	11.0	11.1	8.9	12.6	46.5	12.2	4.1
SEIFA IRSD quintile 2										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	%	14.8	15.2	13.6	19.5	12.3	26.7	56.2	55.0	8.7
Total 18–24 year old population (e)	%	13.7	13.3	14.0	16.3	14.9	26.9	54.8	37.0	7.4
Proportion of 18–24 year old population engaged in FT employment, education or training	%	6.0	7.7	7.7	6.2	9.5	9.3	25.9	39.1	4.0
SEIFA IRSD quintile 3										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	%	13.0	10.5	12.1	15.5	21.1	25.7	41.6	27.4	5.3
Total 18–24 year old population (e)	%	11.2	9.8	11.6	16.0	17.4	24.2	30.4	24.6	5.0
Proportion of 18–24 year old population engaged in FT employment, education or training	%	5.3	4.1	5.2	5.7	14.4	6.2	24.4	7.9	2.2

Table NEA.10.4 **RSEs for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2009, by SES based on ABS SEIFA (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 4										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	%	10.8	13.4	10.8	13.7	15.2	27.9	20.4	26.8	5.4
Total 18–24 year old population (e)	%	10.8	11.8	9.9	14.0	14.8	24.0	17.7	26.4	5.0
Proportion of 18–24 year old population engaged in FT employment, education or training	%	3.7	4.7	5.0	4.6	5.2	7.2	10.8	16.6	2.3
SEIFA IRSD quintile 5										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	%	9.1	9.8	13.6	15.5	23.3	42.0	11.5	34.5	5.8
Total 18–24 year old population (e)	%	8.4	9.4	13.0	16.6	22.6	38.7	10.3	33.0	5.5
Proportion of 18–24 year old population engaged in FT employment, education or training	%	2.8	3.6	2.8	5.1	4.3	15.1	4.1	12.6	1.7

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2008 for persons who left school at any previous point in time).

(e) Total population of all persons aged 18–24 years, excluding persons whose fully engaged employment or education status was unknown as well as persons with no SEIFA score.

Source: ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.10.5 95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2009, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	± '000	27.9	17.6	15.3	9.9	8.8	3.0	1.0	1.6	38.9
Total 18–24 year old population (e)	± '000	36.8	24.2	21.1	13.1	10.9	4.2	1.1	2.2	47.3
Proportion of 18–24 year old population engaged in FT employment, education or training	± %	8.2	8.9	13.9	12.6	11.1	13.2	72.2	16.8	5.0
SEIFA IRSD quintile 2										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	± '000	21.8	19.6	15.5	13.9	8.1	2.1	1.3	2.3	46.9
Total 18–24 year old population (e)	± '000	28.8	23.7	23.3	15.3	13.4	3.5	1.8	2.5	56.5
Proportion of 18–24 year old population engaged in FT employment, education or training	± %	8.3	10.9	10.3	9.3	13.7	11.0	34.8	47.5	5.6
SEIFA IRSD quintile 3										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	± '000	22.5	15.1	13.9	9.1	6.1	3.7	2.6	2.8	29.3
Total 18–24 year old population (e)	± '000	26.5	19.3	17.2	12.5	8.6	4.0	3.1	3.3	37.4
Proportion of 18–24 year old population engaged in FT employment, education or training	± %	7.6	5.9	7.8	8.4	16.5	10.5	29.4	11.6	3.2

Table NEA.10.5 95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2009, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 4										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	± '000	20.7	22.3	15.7	9.4	6.3	4.8	2.5	1.0	34.7
Total 18–24 year old population (e)	± '000	27.3	26.5	19.5	11.7	7.9	5.0	2.9	1.6	42.5
Proportion of 18–24 year old population engaged in FT employment, education or training	± %	5.6	6.8	7.2	7.5	8.0	11.5	15.7	20.8	3.5
SEIFA IRSD quintile 5										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	± '000	23.5	19.7	19.7	11.6	8.2	2.1	4.5	1.2	44.0
Total 18–24 year old population (e)	± '000	27.1	24.9	23.2	15.5	9.2	2.5	4.5	1.6	52.9
Proportion of 18–24 year old population engaged in FT employment, education or training	± %	4.3	5.4	4.5	8.1	7.2	22.7	7.1	17.5	2.6

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2008 for persons who left school at any previous point in time).

(e) Total population of all persons aged 18–24 years, excluding persons whose fully engaged employment or education status was unknown as well as persons with no SEIFA score.

Source: ABS (2009) *Survey of Education and Work, 2009*, Cat. no. 6227.0.

Table NEA.10.6 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2008, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	99.7	54.1	48.3	23.0	29.5	8.6	1.5	0.4	265.1
Total 18–24 year old population (e)	'000	145.0	72.5	66.6	35.6	37.0	14.4	2.0	0.4	373.4
Proportion of 18–24 year old population engaged in FT employment, education or training	%	68.8	74.7	72.5	64.6	79.6	60.2	73.8	100.0	71.0
SEIFA IRSD quintile 2										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	98.5	84.1	63.0	24.8	26.5	5.0	1.9	1.4	305.2
Total 18–24 year old population (e)	'000	128.4	101.3	88.3	33.7	33.2	8.3	2.9	1.6	397.8
Proportion of 18–24 year old population engaged in FT employment, education or training	%	76.7	83.0	71.4	73.4	79.7	60.2	67.1	89.5	76.7
SEIFA IRSD quintile 3										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	95.6	92.7	56.4	22.1	37.7	6.8	2.9	4.6	318.9
Total 18–24 year old population (e)	'000	113.3	108.5	73.5	27.9	45.6	8.6	3.8	5.5	386.6
Proportion of 18–24 year old population engaged in FT employment, education or training	%	84.4	85.5	76.7	79.5	82.6	79.3	75.9	83.5	82.5

Table NEA.10.6 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2008, by SES based on ABS SEIFA (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 4										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	99.1	85.9	74.8	20.1	34.1	8.9	1.3	10.2	334.3
Total 18–24 year old population (e)	'000	123.1	103.9	93.4	27.4	40.2	10.2	1.6	11.0	410.7
Proportion of 18–24 year old population engaged in FT employment, education or training	%	80.5	82.6	80.2	73.4	84.8	87.1	80.3	92.5	81.4
SEIFA IRSD quintile 5										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	121.6	105.8	76.3	19.2	41.7	2.7	1.9	14.9	384.2
Total 18–24 year old population (e)	'000	136.9	121.1	85.6	22.4	49.8	3.4	2.3	16.6	438.0
Proportion of 18–24 year old population engaged in FT employment, education or training	%	88.9	87.4	89.2	85.7	83.8	79.5	82.9	89.8	87.7

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2008 for persons who left school at any previous point in time).

(e) Total population of all persons aged 18–24 years, excluding persons whose fully engaged employment or education status was unknown as well as persons with no SEIFA score.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

Table NEA.10.7 **RSEs for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2008, by SES based on ABS SEIFA (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	%	10.6	13.6	15.3	14.3	17.0	16.6	34.9	100.8	6.5
Total 18–24 year old population (e)	%	8.1	11.1	14.6	11.5	15.9	12.0	32.7	100.8	4.9
Proportion of 18–24 year old population engaged in FT employment, education or training	%	5.2	4.8	7.8	7.4	4.7	11.4	12.0	–	3.0
SEIFA IRSD quintile 2										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	%	10.3	9.6	14.3	10.8	13.9	23.3	29.9	63.4	5.4
Total 18–24 year old population (e)	%	9.8	8.3	12.6	10.0	12.5	15.9	27.8	59.1	5.1
Proportion of 18–24 year old population engaged in FT employment, education or training	%	4.3	3.6	5.3	6.9	5.0	15.2	10.1	16.3	2.1
SEIFA IRSD quintile 3										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	%	8.9	10.6	12.4	16.6	12.0	28.7	26.3	24.0	4.6
Total 18–24 year old population (e)	%	7.9	10.4	12.1	16.1	11.2	26.3	27.3	23.2	4.6
Proportion of 18–24 year old population engaged in FT employment, education or training	%	2.7	2.8	4.5	5.4	4.7	6.6	15.0	8.0	1.5

Table NEA.10.7 **RSEs for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2008, by SES based on ABS SEIFA (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 4										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	%	9.9	13.0	9.1	19.0	16.1	16.9	36.4	17.4	5.7
Total 18–24 year old population (e)	%	9.6	11.8	8.7	17.6	16.3	16.2	33.8	17.8	5.4
Proportion of 18–24 year old population engaged in FT employment, education or training	%	2.2	3.1	3.8	5.2	3.5	4.3	13.2	3.2	1.1
SEIFA IRSD quintile 5										
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	%	7.8	7.8	14.8	15.1	9.7	37.1	32.5	11.7	4.9
Total 18–24 year old population (e)	%	7.9	7.6	14.3	15.1	9.4	37.8	30.9	11.2	4.6
Proportion of 18–24 year old population engaged in FT employment, education or training	%	3.3	2.5	2.6	5.0	4.0	12.4	9.7	4.8	1.6

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2008 for persons who left school at any previous point in time).

(e) Total population of all persons aged 18–24 years, excluding persons whose fully engaged employment or education status was unknown as well as persons with no SEIFA score.

– Nil or rounded to zero.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

Table NEA.10.8 95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2008, by SES based on ABS SEIFA (a)

		<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 1											
18–24 year old population engaged in FT employment, education or training											
Fully engaged in education, training and/or employment (d)	±	'000	20.7	14.4	14.5	6.4	9.8	2.8	1.0	0.8	33.8
Total 18–24 year old population (e)	±	'000	23.0	15.8	19.1	8.0	11.5	3.4	1.3	0.8	35.9
Proportion of 18–24 year old population engaged in FT employment, education or training	±	%	7.0	7.0	11.1	9.4	7.3	13.5	17.4	–	4.2
SEIFA IRSD quintile 2											
18–24 year old population engaged in FT employment, education or training											
Fully engaged in education, training and/or employment (d)	±	'000	25.9	19.1	24.7	7.1	9.0	3.8	1.7	2.0	42.1
Total 18–24 year old population (e)	±	'000	24.7	16.5	21.8	6.6	8.1	2.6	1.6	1.9	39.8
Proportion of 18–24 year old population engaged in FT employment, education or training	±	%	6.5	5.9	7.4	9.9	7.8	17.9	13.3	28.6	3.2
SEIFA IRSD quintile 3											
18–24 year old population engaged in FT employment, education or training											
Fully engaged in education, training and/or employment (d)	±	'000	16.7	19.3	13.7	7.2	8.9	3.8	1.5	2.2	28.8
Total 18–24 year old population (e)	±	'000	17.5	22.1	17.4	8.8	10.0	4.4	2.0	2.5	34.9
Proportion of 18–24 year old population engaged in FT employment, education or training	±	%	4.5	4.7	6.8	8.4	7.6	10.3	22.3	13.1	2.4

Table NEA.10.8 95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2008, by SES based on ABS SEIFA (a)

		<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (b)</i>	<i>Aust (c)</i>
SEIFA IRSD quintile 4											
18–24 year old population engaged in FT employment, education or training											
Fully engaged in education, training and/or employment (d)	±	'000	19.2	21.9	13.3	7.5	10.8	2.9	0.9	3.5	37.3
Total 18–24 year old population (e)	±	'000	23.2	24.0	15.9	9.5	12.8	3.2	1.1	3.8	43.5
Proportion of 18–24 year old population engaged in FT employment, education or training	±	%	3.5	5.0	6.0	7.5	5.8	7.3	20.8	5.8	1.8
SEIFA IRSD quintile 5											
18–24 year old population engaged in FT employment, education or training											
Fully engaged in education, training and/or employment (d)	±	'000	18.6	16.2	22.1	5.7	7.9	2.0	1.2	3.4	36.9
Total 18–24 year old population (e)	±	'000	21.2	18.0	24.0	6.6	9.2	2.5	1.4	3.6	39.5
Proportion of 18–24 year old population engaged in FT employment, education or training	±	%	5.8	4.3	4.5	8.4	6.6	19.3	15.8	8.4	2.8

(a) SEIFA IRSD based on 2006 Census.

(b) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2008 for persons who left school at any previous point in time).

(e) Total population of all persons aged 18–24 years, excluding persons whose fully engaged employment or education status was unknown as well as persons with no SEIFA score.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0.

Table NEA.10.9 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Indigenous population										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (c)	'000	2.4	0.9	1.7	0.8	0.7	0.3	0.1	0.5	7.3
Participation in FT employment and not in FT education (d)	'000	4.2	1.1	6.1	1.6	0.8	1.0	0.3	1.9	17.0
Participation in a combination of employment and education (includes FT employment and FT education) (e)	'000	1.1	0.4	0.3	0.4	0.1	0.2	0.1	0.3	2.8
Total	'000	7.6	2.4	8.2	2.8	1.7	1.4	0.5	2.7	27.2
Total 18–24 year old population (f)	'000	19.5	4.4	18.5	8.9	4.1	2.5	0.7	9.0	67.6
Proportion of 18–24 year old population engaged in full time employment, education or training	%	38.9	54.5	44.2	31.2	40.8	54.0	68.7	30.2	40.2
Non-Indigenous population										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (c)	'000	204.4	204.2	90.4	54.7	45.0	13.3	13.0	1.7	626.8
Participation in FT employment and not in FT education (d)	'000	284.8	204.5	206.0	108.5	63.3	17.5	19.0	6.9	910.4
Participation in a combination of employment and education (includes FT employment and FT education) (e)	'000	25.2	17.4	20.6	6.9	3.9	0.6	1.1	0.6	76.3
Total	'000	514.4	426.1	317.0	170.1	112.2	31.5	33.0	9.2	1 613.5
Total 18–24 year old population (f)	'000	639.4	511.3	397.4	204.0	148.9	43.9	36.5	11.4	1 992.9

Table NEA.10.9 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Proportion of 18–24 year old population engaged in full time employment, education or training	%	80.4	83.3	79.8	83.3	75.3	71.7	90.5	80.8	81.0

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Includes full-time education and not full-time employment (including employment 'not stated').

(d) Includes full-time employment and not full-time study (including study 'not stated').

(e) Includes full-time education and full-time employment, and part-time study and part-time employment.

(f) Total population of all persons aged 18–24 years, excluding persons whose fully engaged employment or education status was unknown.

np Not published.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0; ABS (2008) *2008 National Aboriginal and Torres Strait Islander Social Survey*, Cat. No. 4714.0.

Table NEA.10.10 RSEs for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Indigenous population										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (c)	%	24.9	18.3	39.2	29.7	27.3	35.8	58.0	31.1	13.4
Participation in FT employment and not in FT education (d)	%	16.7	14.6	16.6	23.3	20.7	15.9	18.1	17.2	7.9
Participation in a combination of employment and education (includes FT employment and FT education) (e)	%	47.9	24.4	48.5	54.4	50.2	50.6	46.0	40.3	21.0
Total	%	11.0	8.5	14.4	15.9	16.7	10.7	12.9	13.1	5.9
Total 18–24 year old population (f)	%	5.2	4.6	5.1	3.6	5.0	4.7	6.1	3.2	2.1
Proportion of 18–24 year old population engaged in full time employment, education or training	%	10.6	7.8	13.1	15.0	15.2	9.7	11.6	11.7	5.5
Non-Indigenous population										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (c)	%	6.3	2.9	6.8	11.8	6.8	12.3	10.2	31.8	2.3
Participation in FT employment and not in FT education (d)	%	4.3	3.6	3.4	5.6	4.6	9.0	6.9	12.6	1.4
Participation in a combination of employment and education (includes FT employment and FT education) (e)	%	13.9	17.5	16.8	30.5	22.0	55.8	35.3	40.4	7.3
Total	%	1.8	1.3	2.4	2.8	2.7	4.4	3.1	12.2	0.9
Total 18–24 year old population (f)	%	0.9	0.5	1.4	1.6	0.9	1.2	1.9	12.1	0.5

Table NEA.10.10 RSEs for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2008

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Proportion of 18–24 year old population engaged in full time employment, education or training	%	1.4	1.2	2.0	1.9	2.8	4.2	2.5	5.3	0.7

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Includes full-time education and not full-time employment (including employment 'not stated').

(d) Includes full-time employment and not full-time study (including study 'not stated').

(e) Includes full-time education and full-time employment, and part-time study and part-time employment.

(f) Total population of all persons aged 18–24 years, excluding persons whose fully engaged employment or education status was unknown.

np Not published.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0; ABS (2008) *2008 National Aboriginal and Torres Strait Islander Social Survey*, Cat. No. 4714.0.

Table NEA.10.11 95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2008

		<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Indigenous population											
18–24 year old population engaged in FT employment, education or training											
Participation in FT education and not in FT employment (c)	±	'000	1.1	0.3	1.3	0.4	0.4	0.2	0.1	0.3	1.9
Participation in FT employment and not in FT education (d)	±	'000	1.4	0.3	2.0	0.7	0.3	0.3	0.1	0.6	2.6
Participation in a combination of employment and education (includes FT employment and FT education) (e)	±	'000	1.0	0.2	0.3	0.4	0.1	0.2	0.1	0.3	1.2
Total	±	'000	1.6	0.4	2.3	0.9	0.5	0.3	0.1	0.7	3.1
Total 18–24 year old population (f)	±	'000	2.0	0.4	1.9	0.6	0.4	0.2	0.1	0.6	2.8
Proportion of 18–24 year old population engaged in full time employment, education or training	±	%	8.1	8.3	11.3	9.2	12.2	10.3	15.6	6.9	4.3
Non-Indigenous population											
18–24 year old population engaged in FT employment, education or training											
Participation in FT education and not in FT employment (c)	±	'000	25.4	11.8	12.1	12.7	6.0	3.2	2.6	1.1	28.7
Participation in FT employment and not in FT education (d)	±	'000	24.0	14.4	13.7	11.9	5.7	3.1	2.6	1.7	24.9
Participation in a combination of employment and education (includes FT employment and FT education) (e)	±	'000	6.9	6.0	6.8	4.1	1.7	0.7	0.8	0.5	10.9
Total	±	'000	18.6	11.0	15.1	9.2	5.8	2.7	2.0	2.2	28.2
Total 18–24 year old population (f)	±	'000	10.8	5.5	11.1	6.5	2.6	1.0	1.4	2.7	20.1

Table NEA.10.11 95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2008

	<i>Unit</i>		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (a)</i>	<i>Aust (b)</i>
Proportion of 18–24 year old population engaged in full time employment, education or training	±	%	2.2	2.0	3.2	3.2	4.1	5.9	4.4	8.4	1.0

(a) The Survey of Education and Work does not include people living in very remote areas, which affects the comparability of the NT results.

(b) Australia includes 'Other Territories'.

(c) Includes full-time education and not full-time employment (including employment 'not stated').

(d) Includes full-time employment and not full-time study (including study 'not stated').

(e) Includes full-time education and full-time employment, and part-time study and part-time employment.

(f) Total population of all persons aged 18–24 years, excluding persons whose fully engaged employment or education status was unknown.

np Not published.

Source: ABS (2008) *Survey of Education and Work, 2008*, Cat. no. 6227.0; ABS (2008) *2008 National Aboriginal and Torres Strait Islander Social Survey*, Cat. No. 4714.0.

Table NEA.10.12 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2006

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
Indigenous population										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (b)	no.	1 772	503	1 121	437	372	270	101	318	4 899
Participation in FT employment and not in FT education (c)	no.	3 713	942	3 981	1 415	597	650	184	741	12 228
Participation in a combination of employment and education (includes FT employment and FT education) (d)	no.	319	91	290	103	61	35	15	73	987
Total	no.	5 804	1 536	5 392	1 955	1 030	955	300	1 132	18 114
Total 18–24 year old population (e)	no.	14 366	3 275	13 299	6 179	2 932	2 017	500	5 911	48 500
Proportion of 18–24 year old population engaged in full time employment, education or training	%	40.4	46.9	40.5	31.6	35.1	47.3	60.0	19.2	37.3
Non-Indigenous population										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (b)	no.	165 521	159 083	75 846	44 894	36 131	9 619	12 564	1 236	504 899
Participation in FT employment and not in FT education (c)	no.	203 778	151 434	148 052	74 632	49 017	13 898	13 777	6 926	661 588
Participation in a combination of employment and education (includes FT employment and FT education) (d)	no.	19 442	13 416	10 405	5 071	4 227	904	2 017	380	55 876
Total	no.	388 741	323 933	234 303	124 597	89 375	24 421	28 358	8 542	1 222 363
Total 18–24 year old population (e)	no.	531 238	429 908	326 732	166 531	127 492	36 398	34 724	11 429	1 664 600

Table NEA.10.12 **Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
Proportion of 18–24 year old population engaged in full time employment, education or training	%	73.2	75.3	71.7	74.8	70.1	67.1	81.7	74.7	73.4
Total population (f)										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (b)	no.	169 155	161 475	77 583	45 775	36 815	9 982	12 756	1 579	515 130
Participation in FT employment and not in FT education (c)	no.	209 398	153 798	153 038	76 637	49 953	14 668	14 044	7 710	679 325
Participation in a combination of employment and education (includes FT employment and FT education) (d)	no.	19 950	13 635	10 767	5 212	4 322	944	2 042	456	57 342
Total	no.	398 503	328 908	241 388	127 624	91 090	25 594	28 842	9 745	1 251 797
Total 18–24 year old population (e)	no.	551 536	438 035	342 705	174 278	131 491	38 770	35 472	17 451	1 729 910
Proportion of 18–24 year old population engaged in full time employment, education or training	%	72.3	75.1	70.4	73.2	69.3	66.0	81.3	55.8	72.4

(a) Australia includes 'Other Territories'.

(b) Includes full-time education and not full-time employment (including employment 'not stated').

(c) Includes full-time employment and not full-time study (including study 'not stated').

(d) Includes full-time education and full-time employment, and part-time study and part-time employment.

(e) Total population of all persons aged 18–24 years, excluding persons whose fully engaged employment or education status was unknown.

(f) 'Total population' includes those for whom Indigenous Status is unknown.

Source: ABS (unpublished) 2006 Census of Population and Housing.

NEA Indicator 11:

NAPLAN performance: (i) national, by jurisdiction, by geolocation; (ii) years 3, 5, 7 and 9; (iii) reading, writing, numeracy

See NEA attachment tables for NEA Indicators 4 and 5

NEA Indicator 12:

**NAPLAN student participation
rates -**

**(i) national, by jurisdiction, by
geo-location;**

(ii) years 3, 5, 7, 9;

(iii) reading, writing, numeracy

Table NIRA.12.1

Table NIRA.12.1 Year 3 student participation in assessment, 2009 (per cent) (a)

1. Average age (b) 2. Years of schooling (b)	All students			Indigenous students			Non-Indigenous students		
	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy
NSW	97.4	97.6	97.1	94.3	94.6	93.8	97.6	97.8	97.3
8yrs 7mths									
3yrs 4mths									
Victoria	95.0	94.9	94.4	89.6	91.1	89.5	95.4	95.3	94.9
8yrs 9mths									
3yrs 4mths									
Queensland	97.1	97.1	96.6	94.3	94.3	92.3	97.3	97.3	96.9
8yrs 1mth									
2yrs 4mths									
WA	96.3	96.3	96.0	85.9	86.0	83.4	97.1	97.1	97.0
8yrs 5mths									
3yrs 4mths									
SA	94.8	94.6	94.7	82.0	79.7	82.7	95.4	95.2	95.2
8yrs 7mths									
3yrs 4mths									
Tasmania	97.6	97.7	97.1	95.6	96.0	95.8	97.7	97.8	97.2
8yrs 11mths									
3yrs 4mths									
ACT	95.4	95.4	95.0	94.1	94.1	92.2	95.4	95.4	95.0
8yrs 8mths									
3yrs 4mths									
NT	93.5	94.5	92.2	88.6	90.6	86.2	97.1	97.4	96.5
8yrs 6mths									
3yrs 4mths									

Table NIRA.12.1 Year 3 student participation in assessment, 2009 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
1. Average age (b)									
2. Years of schooling (b)									
Aust	96.4	96.4	96.0	91.6	91.9	90.3	96.8	96.8	96.4

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 3 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.12.2

Table NIRA.12.2 Year 5 student participation in assessment, 2009 (per cent) (a)

1. Average age (b) 2. Years of schooling (b)	All students			Indigenous students			Non-Indigenous students		
	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy
NSW	97.7	97.9	97.4	94.7	95.1	93.5	97.9	98.1	97.6
10yrs 7mths									
5yrs 4mths									
Victoria	95.3	95.1	94.8	91.2	89.2	88.6	95.5	95.3	95.0
10yrs 9mths									
5yrs 4mths									
Queensland	97.4	97.4	97.0	94.3	94.4	93.0	97.6	97.6	97.2
10yrs 1mth									
4yrs 4mths									
WA	97.1	97.0	96.7	87.8	89.4	86.3	97.9	97.7	97.5
10yrs 5mths									
5yrs 4mths									
SA	95.8	95.4	95.5	87.4	83.6	87.0	96.2	95.9	95.9
10yrs 7mths									
5yrs 4mths									
Tasmania	97.4	97.5	96.9	94.8	95.3	93.5	97.6	97.7	97.2
10yrs 11mths									
5yrs 4mths									
ACT	96.6	96.8	96.0	88.8	91.6	89.7	96.8	96.9	96.1
10yrs 8mths									
5yrs 4mths									
NT	95.7	96.2	94.5	92.4	93.4	89.8	98.2	98.4	97.9
10yrs 6mths									
5yrs 4mths									

Table NIRA.12.2 Year 5 student participation in assessment, 2009 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
1. Average age (b)									
2. Years of schooling (b)									
Aust	96.8	96.8	96.4	92.7	92.9	91.3	97.1	97.0	96.7

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 5 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.12.3

Table NIRA.12.3 Year 7 student participation in assessment, 2009 (per cent) (a)

1. Average age (b) 2. Years of schooling (b)	All students			Indigenous students			Non-Indigenous students		
	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy
NSW	97.2	97.4	96.6	91.6	91.6	89.7	97.5	97.7	97.0
12yrs 7mths									
7yrs 4mths									
Victoria	94.9	94.8	94.6	85.1	84.0	85.9	95.2	95.2	95.0
12yrs 9mths									
7yrs 4mths									
Queensland	97.2	97.1	96.9	93.5	93.4	93.2	97.4	97.4	97.1
12yrs 0mths									
6yrs 4mths									
WA	96.6	96.7	96.2	85.4	85.9	84.4	97.5	97.5	97.2
12yrs 2mths									
6yrs 4mths									
SA	96.0	95.8	95.6	87.1	85.1	87.4	96.4	96.3	96.0
12yrs 6mths									
7yrs 4mths									
Tasmania	95.3	95.7	95.2	89.1	90.9	88.4	95.8	96.2	95.9
12yrs10mths									
7yrs 4mths									
ACT	95.0	95.5	94.7	78.9	82.1	73.7	95.3	95.8	95.1
12yrs 8mths									
7yrs 4mths									
NT	93.0	94.1	92.6	87.3	89.5	86.9	96.5	96.8	96.0
12yrs 5mths									
7yrs 4mths									

Table NIRA.12.3 Year 7 student participation in assessment, 2009 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
1. <i>Average age</i> (b)									
2. <i>Years of schooling</i> (b)									
Aust	96.3	96.4	96.0	90.4	90.5	89.5	96.7	96.8	96.4

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 7 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.12.4

Table NIRA.12.4 Year 9 student participation in assessment, 2009 (per cent) (a)

1. Average age (b) 2. Years of schooling (b)	All students			Indigenous students			Non-Indigenous students		
	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy
NSW	95.1	95.5	94.3	83.6	84.7	81.6	95.6	96.1	94.9
14yrs 7mths									
9yrs 4mths									
Victoria	91.7	91.9	91.4	75.5	77.4	77.0	92.3	92.5	92.1
14yrs 9mths									
9yrs 4mths									
Queensland	94.8	94.9	94.2	85.6	86.6	85.2	95.4	95.5	94.8
14yrs 1mths									
8yrs 4mths									
WA	94.7	95.0	94.7	72.0	73.9	71.3	96.2	96.4	96.3
14yrs 0mths									
8yrs 4mths									
SA	92.0	91.9	91.5	70.9	70.6	70.5	92.9	92.8	92.4
14yrs 6mths									
9yrs 4mths									
Tasmania	91.9	92.0	91.7	83.5	83.7	83.3	93.0	93.0	92.6
14yrs10mths									
9yrs 4mths									
ACT	91.6	92.8	92.3	75.7	79.6	76.7	92.0	93.2	92.7
14yrs 8mths									
9yrs 4mths									
NT	87.6	89.5	87.5	74.9	78.4	75.2	94.9	96.0	94.6
14yrs 5mths									
9yrs 4mths									

Table NIRA.12.4 Year 9 student participation in assessment, 2009 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
1. Average age (b)									
2. Years of schooling (b)									
Aust	93.7	94.0	93.3	80.8	82.1	80.0	94.5	94.7	94.0

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 9 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEECDYA (2009) *2009 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.12.5

Table NIRA.12.5 Year 3 student participation in assessment, 2008 (per cent) (a)

1. Average age (b) 2. Years of schooling (b)	All students			Indigenous students			Non-Indigenous students		
	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy
NSW	97.2	97.2	96.9	93.6	93.7	92.3	97.5	97.5	97.2
1. 8yrs 7mths									
2. 3yrs 4mths									
Victoria	96.0	95.7	95.8	89.7	89.9	89.1	96.3	96.1	96.1
1. 8yrs 9mths									
2. 3yrs 4mths									
Queensland	97.6	97.4	97.1	95.0	94.2	93.5	97.8	97.7	97.4
1. 8yrs 1mth									
2. 2yrs 4mths									
WA	95.2	95.3	95.1	84.6	85.7	84.1	96.8	96.9	96.7
1. 8yrs 5mths									
2. 3yrs 4mths									
SA	96.9	96.3	96.8	95.6	93.3	96.7	98.7	98.2	98.5
1. 8yrs 7mths									
2. 3yrs 4mths									
Tasmania	96.8	96.8	96.5	96.6	96.6	95.5	97.6	97.4	97.3
1. 8yrs 11mths									
2. 3yrs 4mths									
ACT	95.6	95.5	95.0	89.7	88.8	87.9	95.9	95.8	95.4
1. 8yrs 8mths									
2. 3yrs 4mths									
NT	82.7	81.9	83.1	71.0	70.2	71.8	92.6	91.8	92.8
1. 8yrs 6mths									
2. 3yrs 4mths									

Table NIRA.12.5

Table NIRA.12.5 Year 3 student participation in assessment, 2008 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
1. Average age (b)									
2. Years of schooling (b)									
Aust	96.6	96.4	96.3	90.2	89.9	89.4	97.2	97.1	96.9

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 3 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.12.6

Table NIRA.12.6 Year 5 student participation in assessment, 2008 (per cent) (a)

1. Average age (b) 2. Years of schooling (b)	All students			Indigenous students			Non- Indigenous students		
	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy
NSW	97.5	97.5	97.2	92.7	92.9	91.7	97.8	97.8	97.5
1. 10yrs 7mths									
2. 5yrs 4mths									
Victoria	96.3	96.1	96.2	90.2	91.1	88.6	96.5	96.3	96.4
1. 10yrs 9mths									
2. 5yrs 4mths									
Queensland	97.8	97.7	97.5	94.9	94.6	93.8	98.0	98.0	97.8
1. 10yrs 1mth									
2. 4yrs 4mths									
WA	95.6	95.7	95.5	84.1	84.6	83.6	97.2	97.3	97.1
1. 10yrs 4mths									
2. 5yrs 4mths									
SA	97.1	96.8	97.1	96.7	95.0	96.7	98.8	98.5	98.7
1. 10yrs 7mths									
2. 5yrs 4mths									
Tasmania	96.8	96.6	96.3	97.1	97.1	95.5	97.7	97.4	97.3
1. 10yrs 11mths									
2. 5yrs 4mths									
ACT	96.4	96.4	95.8	91.4	92.4	92.4	96.6	96.6	96.0
1. 10yrs 8mths									
2. 5yrs 4mths									
NT	84.9	84.3	85.0	71.5	70.4	71.8	95.6	95.5	95.6
1. 10yrs 6mths									
2. 5yrs 4mths									

Table NIRA.12.6 Year 5 student participation in assessment, 2008 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non- Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
1. Average age (b)									
2. Years of schooling (b)									
Aust	96.8	96.7	96.6	90.1	90.0	89.3	97.5	97.4	97.3

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 5 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.12.7

Table NIRA.12.7 Year 7 student participation in assessment, 2008 (per cent) (a)

1. Average age (b) 2. Years of schooling (b)	All students			Indigenous students			Non-Indigenous students		
	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy
NSW	96.6	96.7	96.3	89.5	90.0	88.3	96.9	97.1	96.7
1. 12yrs 7mths									
2. 7yrs 4mths									
Victoria	95.7	95.5	95.8	85.2	84.8	86.5	96.1	96.1	96.2
1. 12yrs 9mths									
2. 7yrs 4mths									
Queensland	97.7	97.7	97.5	94.7	94.5	94.2	97.9	97.9	97.8
1. 12yrs 1mth									
2. 6yrs 4mths									
WA	95.7	95.7	95.4	86.3	86.2	83.8	97.2	97.2	97.0
1. 12yrs 0mths									
2. 6yrs 4mths									
SA	96.8	96.5	96.5	95.7	94.4	93.7	98.6	98.4	98.4
1. 12yrs 6mths									
2. 7yrs 4mths									
Tasmania	95.6	95.1	95.2	93.0	92.6	93.6	96.6	96.1	96.1
1. 12yrs 10mths									
2. 7yrs 4mths									
ACT	95.0	94.9	94.9	80.5	80.5	82.8	95.3	95.2	95.2
1. 12yrs 8mths									
2. 7yrs 4mths									
NT	79.5	78.8	80.5	63.2	61.3	65.5	92.2	92.3	92.3
1. 12yrs 6mths									
2. 7yrs 4mths									

Table NIRA.12.7 Year 7 student participation in assessment, 2008 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
1. Average age (b)									
2. Years of schooling (b)									
Aust	96.3	96.2	96.1	87.9	87.7	87.4	97.0	97.0	96.9

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 7 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.12.8

Table NIRA.12.8 Year 9 student participation in assessment, 2008 (per cent) (a)

1. Average age (b) 2. Years of schooling (b)	All students			Indigenous students			Non-Indigenous students		
	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy
NSW	94.2	94.4	93.8	80.2	80.5	79.3	94.9	95.1	94.5
1. 14yrs 7mths									
2. 9yrs 4mths									
Victoria	92.2	92.5	92.5	77.7	78.5	79.2	92.8	93.2	93.0
1. 14yrs 9mths									
2. 9yrs 4mths									
Queensland	94.9	95.0	94.6	87.1	87.3	86.3	95.5	95.6	95.2
1. 14yrs 1mth									
2. 8yrs 4mths									
WA	93.1	93.1	93.0	71.4	72.3	71.6	95.2	95.2	95.1
1. 14yrs 0mths									
2. 8yrs 4mths									
SA	93.6	93.2	93.6	90.4	88.8	89.4	97.2	96.8	97.2
1. 14yrs 6mths									
2. 9yrs 4mths									
Tasmania	91.1	90.9	91.1	81.6	81.6	84.3	93.2	93.0	92.9
1. 14yrs 10mths									
2. 9yrs 4mths									
ACT	92.4	92.6	92.7	69.4	70.6	72.9	93.0	93.2	93.2
1. 14yrs 8mths									
2. 9yrs 4mths									
NT	79.9	78.5	79.3	61.8	59.8	61.4	92.7	91.8	92.0
1. 14yrs 5mths									
2. 9yrs 4mths									

Table NIRA.12.8 Year 9 student participation in assessment, 2008 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
1. Average age (b)									
2. Years of schooling (b)									
Aust	93.5	93.6	93.3	79.7	79.7	79.3	94.6	94.8	94.4

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 9 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEECDYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

NEA report Indicator 13:

**Apparent retention rates from
year 7-8**

**(i) national, by jurisdiction, by
geo-location;**

(ii) to year 10;

(iii) to year 12

See also NEA attachment tables for NEA indicator 3

Table NIRA.13.1

Table NIRA.13.1 **Apparent retention rates for students in years 7/8 to year 12, by Indigenous status, 2009 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students										
Government schools	%	33.1	38.4	52.9	37.6	50.8	39.7	71.4	37.1	41.9
Non-Government schools	%	68.8	97.9	81.2	50.0	100.0	39.5	63.2	28.1	64.4
All schools	%	36.7	43.4	58.0	39.7	56.0	39.7	69.5	34.5	45.4
Non-Indigenous students (b)										
Government schools	%	68.2	73.7	74.4	72.2	70.1	63.2	100.2	76.3	71.8
Non-Government schools	%	79.6	90.6	92.2	84.7	93.6	70.3	73.4	47.7	85.9
All schools	%	72.6	80.5	81.0	77.3	79.3	65.4	87.2	66.2	77.3
All students										
Government schools	%	66.3	73.2	72.8	69.2	69.1	61.3	99.5	61.2	70.1
Non-Government schools	%	79.5	90.6	91.9	83.7	93.7	69.6	73.3	41.7	85.5
All schools	%	71.3	80.2	79.6	75.0	78.5	63.8	86.9	54.8	76.0

(a) The apparent retention rate to year 12 is the ratio of the 2009 Year 12 student population to the population of students in the year those students would have been expected to have commenced secondary school (for example, the population of year 7 students in 2004 for NSW, Vic, Tas and ACT; and the population of year 8 students in 2005 for Qld, SA, WA and NT).

(b) Students for whom Indigenous status is 'not stated' are included in the figures for 'non-Indigenous students'.

Source: ABS (unpublished) Schools Australia, 2009.

Table NIRA.13.2

Table NIRA.13.2 Apparent retention rates for students in years 7/8 to year 12, by Indigenous status, 2008 (per cent) (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students										
Government schools	%	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
Non-Government schools	%	72.4	94.4	87.9	56.2	85.7	51.0	86.7	59.0	74.3
All schools	%	36.1	46.4	61.3	42.7	48.2	36.7	53.1	49.7	47.2
Non-Indigenous students (b)										
Government schools	%	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
Non-Government schools	%	78.2	90.9	92.9	83.2	90.8	73.2	72.9	40.4	85.2
All schools	%	70.8	79.7	79.1	75.8	75.2	66.8	85.8	64.8	75.6
All students										
Government schools	%	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
Non-Government schools	%	78.2	90.9	92.7	82.6	90.7	72.7	73.0	44.3	85.0
All schools	%	69.6	79.4	78.1	73.8	74.4	64.8	85.2	60.1	74.6

(a) The apparent retention rate to year 12 is a measure of the 2008 Year 12 student cohort as a proportion of the same cohort that commenced secondary school in either 2003 (NSW, Vic, Tas, ACT) or 2004 (Qld, SA, WA, NT).

(b) Students for whom Indigenous status is 'not stated' are not included in the non-Indigenous figures. However, these students are included in the figures for 'All students'.

Source: ABS (unpublished) Schools Australia, 2008.

NEA report Indicator 14:

Attendance rates: (i) national, by jurisdiction, by geolocation; (ii) year 1 to year 10

See NEA attachment tables for NEA Indicator 2

NEA report Indicator 15:

**The proportion of Indigenous
18–24 year olds engaged in full
time employment, education or
training at or above Certificate
level III**

See NEA attachment tables for NEA indicator 10

Attachment 1: Data Quality Statements

This attachment includes copies of all DQSs as provided by the data providers. The Steering Committee has not made any amendments to the content of these DQSs.

ACARA did not provide final DQSs for indicators 1 (measure 1b), 2 (measure 2b), 4, 5, 11, 12 and 14 for this report. The Steering Committee drew on unpublished supplementary notes from ACARA to prepare its comments on data quality. The DQS prepared by the MCEECDYA PRMT for the 2007 student attendance data for the baseline report has been included in its original form for indicators 1 (measure 1b), 2 (measure 2b), and 14. The DQS prepared by the Curriculum Corporation for the 2008 NAPLAN data for the baseline report has been included in its original form for indicators 4, 5, 11 and 12.

Table 10 lists each performance target in the NEA and the page reference for the associated DQS. Table 11 lists each performance indicator in the NEA and the page reference for the associated DQS. Table 12 lists each education and training related performance indicator in the NIRA and the page reference for the associated DQS.

**Table 10 Data Quality Statements for performance targets in the
National Education Agreement**

<i>Performance target</i>	<i>Page no. in this report</i>
1. Lift the Year 12 or equivalent rate to 90 per cent by 2020	413
2. Halve the gap for Indigenous students in reading, writing and numeracy within a decade	410
3. At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020	415

Table 11 Data Quality Statements for performance indicators in the National Education Agreement

<i>Performance indicator</i>	<i>Page no. in this report</i>
1. The proportion of children (1) enrolled in and (2) attending school	403, 405
2. The proportion of Indigenous and low SES children (1) enrolled in and (2) attending school	405, 408
3. The proportion of Indigenous students completing Year 10	409
4. Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing	410
5. Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing	410
6. The proportion of students in the bottom and top levels of performance in international testing (for example Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS))	..
7. The proportion of the 20-24 year old population having attained at least a year 12 or equivalent or (Australian Qualifications Framework) AQF Certificate II or above	413
8. The proportion of the 20-24 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II or above	415
9. The proportion of young people participating in post-school education or training six months after school	416
10. The proportion of 18 to 24 year olds engaged in full-time employment, education or training at or above AQF Certificate III	418

.. Not applicable.

**Table 12 Data Quality Statements for related performance indicators
in the National Indigenous Reform Agreement**

<i>Performance indicator</i>	<i>Page no. in this report</i>
11. NAPLAN performance -	421
(i) national, by jurisdiction, by geo-location;	
(ii) years 3, 5, 7, 9;	
(iii) reading, writing, numeracy.	
12. NAPLAN student participation rates -	422
(i) national, by jurisdiction, by geo-location;	
(ii) years 3, 5, 7, 9;	
(iii) reading, writing, numeracy.	
13. Apparent retention rates from year 7-8	423
(i) national, by jurisdiction, by geo-location;	
(ii) to year 10;	
(iii) to year 12.	
14. Attendance rates -	426
(i) national, by jurisdiction, by geo-location;	
(ii) Year 1 to Year 10.	
15. The proportion of Indigenous 18–24 year olds engaged in full-time employment, education or training at or above AQF Certificate III.	427

Data Quality Statement – Indicator 1 (measure 1a): The proportion of children enrolled in and attending school

Indicator	The proportion of children enrolled in and attending school
Measure	<p>1(a) Proportion of children aged 6–15 years who are enrolled in school (and is expressed as a percentage)</p> <p><u>Numerator:</u></p> <p>1(a) total number of children aged 6–15 years and enrolled in school (full time and part time enrolments)</p> <p><u>Denominator:</u></p> <p>1(a) total population of children aged 6–15 years</p>
Data Source	<p>1(a) Numerator – MCEECDYA National Schools Statistics Collection (NSSC) data</p> <p>Denominator – ABS Estimated Resident Population (total population) Data are available annually.</p>
Institutional Environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC). This collection was established through the work of the then Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>School student data are available by state/territory and Indigenous status but are not currently available by socioeconomic status. Rates are based on school students as a proportion of the estimated resident population.</p> <p>Information on Indigenous status is obtained from school enrolment forms which are generally completed by the primary carer of the child. The NSSC includes people who did not state their Indigenous status in the category 'non-Indigenous'.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual. Data covers all students enrolled in school, some of whom may be taking a VET course.</p>
Timeliness	<p>The NSSC is based on the school census that is conducted annually on the first Friday in August by each state and territory department of education. The results from the 2009 NSSC were released in March 2010.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state education department, which then forwards aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department of Education, Employment and Workplace Relations.</p> <p>The NSSC is based on information on each student enrolled at the time of the school census.</p>
Coherence	<p>Rates are based on school students as a proportion of the estimated resident population. Data items are consistent over time, including with information supplied for 2008 COAG reporting.</p> <p>Data for jurisdictions are comparable and are collected in accordance with national standards. There is some variability in the reporting of Indigenous status, particularly in relation to not stated responses. This may result in</p>

some under reporting of Indigenous status, see Appendix 2: Collection of Indigenous Status of Students (Cat. No. 4221.0) 2009.

Before sending data to the ABS, each state education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some states.

Each state government reports on school students. The Australian Curriculum Assessment & Reporting Authority (ACARA) also reports on school students and the five-yearly Census of Population and Housing includes information on children attending school.

Interpretability

Schools, Australia (Cat. No. 4221.0) includes explanatory notes and a glossary available on the ABS website.

Socioeconomic status is not yet available in the NSSC.

Accessibility

Predominantly national level information is published in Schools Australia (Cat. No. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.

Data Quality Statement – Indicators 1 and 2 (measure 1b and 2b): The proportion of (Indigenous and low SES) children enrolled in and attending school

ACARA did not provide Data Quality Statements for inclusion in this report. The relevant Data Quality Statement from the 2008 National Education Agreement Performance Information Report prepared by the PMRT for 2007 student attendance data is included.

Indicator	<p>As stated in the relevant National Agreement –</p> <ol style="list-style-type: none"> 1. The proportion of children enrolled in and attending school. 2. The proportion of Indigenous and low SES children enrolled in and attending school. <p>[For student attendance data – only required to address ‘attending’ component for these indicators].</p>
Measure (computation)	<ol style="list-style-type: none"> 1. Numerator – aggregate number of actual days in attendance in the collection period, for children in Years 1–10 (children enrolled full-time only). 2. Denominator – aggregate number of possible days for attendance in the collection period, for children in Years 1–10 (students enrolled full-time only). 3. Rate or proportion – rate (percentage) by Indigenous status.
Data source/s	<p>Specify for each data item (for rate or proportion specify if different for numerator and denominator) including relevant catalogue number if available – the raw data are published on MCEETYA’s public website in the Statistical Annex of the annual <i>National Report on Schooling in Australia</i> (ANR):</p> <p>http://cms.curriculum.edu.au/anr2007/pdfs/2007Stats.pdf</p>
Institutional environment	<p>In accordance with the requirements of the <i>Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004</i>, each jurisdiction and sector must provide a report about student attendance at the school, in a manner that is meaningful and allows ready comparisons to be made between States and Territories. The data are collected by the PMRT Secretariat located within the Queensland Government Department of Education and Training (QLD DET). PMRT developed a standard process and template for collection of the data from the government, Catholic and independent school sectors. The non-government sector data is compiled by the Australian Government Department of Employment, Education and Workplace Relations (DEEWR).</p> <p>The data are provided to PMRT members for endorsement. The data are approved for publication by the Australian Education Officials Systems Committee (AESOC).</p>
Relevance	<p>The data provide an indicative measure of full-time student attendance <u>within</u> each State, Territory and for each of the non-government schooling sectors, across Years 1–10. The data are provided by male/female and Indigenous/non-Indigenous categories. Data on socioeconomic status (or equivalent) are not collected.</p>

	<p>The data are not nationally comparable in their present form due to variability in the collection methodologies used across the schooling sectors. Further information about the different collection methodologies is available in Explanatory Notes for the 2007 student attendance data, published in Statistical Annex of the 2007 ANR: http://cms.curriculum.edu.au/anr2007/pdfs/2007Stats.pdf</p> <p>The data do not provide information about school enrolments.</p> <p>Due to variability in the collection and reporting process, the data are not comparable across States, Territories or sectors. National percentages (totals) are not available as the data are not sufficiently robust to be added or averaged. The data in their current form are not suitable for statistical analysis due to inconsistency in collection methodologies.</p>
Timeliness	<p>AESOC agreed that student attendance be measured over the first semester. However, due to variance in the systems in place for collecting student attendance data across the sectors and jurisdictions, it is not yet possible to collect the data consistently across Australia in all jurisdictions/sectors.</p> <p>All States and Territories, with the exception of South Australia, collected the data over Semester 1, 2007. South Australia collected the data in Term 2, 2007. The non-government sectors agreed to collect the data over a period including the last 20 days in May 2007. Both the Catholic and independent school sectors collected the data during the period 7 May to 1 June 2007.</p> <p>Student attendance data was first published in the 2007 ANR in January 2009.</p>
Accuracy	<p>Interim arrangements for collection of the data have been agreed by AESOC until such time as all schooling sectors can collect and report on the data in a nationally consistent and comparable way.</p> <p>Missing data may occur due to small cell sizes, i.e. Indigenous or disaggregated data.</p> <p>Some States do not report ungraded data separately for primary and secondary students.</p>
Coherence	<p>Percentages in each cell are rounded to the nearest whole number.</p> <p>PMRT has developed a process that provides a reasonable level of control over the information provided, given that States, Territories and non-government schooling sectors use different systems for collecting and reporting the data.</p> <p>The PMRT Secretariat is in the process of collecting the second year of student attendance data, i.e. for 2008. The data for each school year could be reviewed, for each State, Territory or sector, against data from the previous year, based on the assumption that the collection methodology had not changed. All schooling sectors are required to move towards greater consistency in collection methodology over the next few years.</p>
Accessibility	<p>The data are reported in the ANR, in the chapter on Attendance, Participation and Attainment, and in the Statistical Annex – both published on MCEETYA's public website. A subset of this information is also reported in the Report on Government Services (ROGS). The data are reported separately for the government, Catholic and independent school sectors, by male/female and Indigenous/non-Indigenous categories, across Years 1-10 of schooling, and for primary and secondary ungraded students.</p>

Interpretability

No additional data are available, i.e. everything that is available is published in the ANR.

The raw data are published as percentages in six tables, by sector, male/female, and Indigenous/non-Indigenous. Some of this information is also reproduced in the ANR in graphics with accompanying text. The data tables in the Statistical Annex of the ANR are accompanied by Explanatory Notes about the data collection methodology used in each State/Territory and sector.

The 2007 ANR Student attendance data Explanatory Notes are available online at:

<http://cms.curriculum.edu.au/anr2007/pdfs/2007Stats.pdf>

MCEETYA's measure for student attendance is published in the approved Measurement Framework for National Key Performance Measures:

http://www.mceetya.edu.au/verve/resources/PMRT_Measurement_Framework_National_KPMs.pdf

Data Quality Statement – Indicator 2 (measure 2a): The proportion of Indigenous and low SES children enrolled in and attending school

Indicator	The proportion of Indigenous and low SES children enrolled in and attending school
Measure	<p>2(a) Proportion of Indigenous and low SES children aged 6-15 years who are enrolled in school [data not available by SES for the numerator, and therefore not reported (and is expressed as a percentage)]</p> <p><u>Numerator:</u></p> <p>2(a) total number of children aged 6–15 years and enrolled in school (full time and part time enrolments), by Indigenous status</p> <p><u>Denominator:</u></p> <p>2(a) total population of children aged 6–15 years, by Indigenous status</p>

See NEA 1 for further information

Data Quality Statement – Indicator 3: The proportion of Indigenous students completing year 10

Indicator The proportion of Indigenous students completing year 10

Measure 3 (b) Apparent retention rates from year 7/8 to year 10, by Indigenous status

Numerator:

Number of full time students in year 10 in reference year (2009), by Indigenous status

Denominator:

Number of full time students in the base year (year 7 in NSW, Vic, Tas and ACT in 2006; year 8 in Qld, WA, SA and NT in 2007) aggregate number of possible days for attendance in the collection period, for children in years 1–10 (children enrolled full time only), by Indigenous status (and is expressed as a *percentage*)

This measure only provides information on those who are retained to Year 10 (or Year 12 for NEA 13). These students may or may not complete Year 10 (or Year 12).

See NEA 13 for further details

Data Quality Statement – Indicators 4 and 5: Literacy and numeracy achievement of Year 3, 5, 7 and 9 (Indigenous and low SES) students in national testing

ACARA did not provide Data Quality Statements for inclusion in this report. The relevant Data Quality Statement from the 2008 National Education Agreement Performance Information Report prepared by the Curriculum Corporation is included.

Indicator	As stated in the relevant National Agreement - Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing
Measure (computation)	For data item, technical definition of data item For rate or proportion, separately identifying: 1. numerator - number of students that achieved at or above the national minimum standard for reading, writing and numeracy, in years 3, 5, 7 and 9 2. denominator – total population of all students in years 3, 5, 7 and 9 3. Rate or proportion – proportion at or above the national minimum standard.
Data source	Specify for each data item (for rate or proportion specify if different for numerator and denominator) including relevant catalogue number if available – NAPLAN data sourced from MCEETYA publication, <i>National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008</i> , December 2008 http://www.curriculum.edu.au/mceetya/naplan_2008_report,25841.html
Institutional environment	Test administration authorities for the states and territories collect data and their data management teams provide data for analysis. As project manager on behalf of AESOC for NAPLAN 2008 and 2009, Curriculum Corporation (CC) supplies data to the central analysis (national data) contractor (ACER). CC is a company limited by guarantee of which the members are the Commonwealth, State and Territory Ministers of Education. The Board comprises appointees of each the Ministers, a nominee of the National Catholic Education Commission, a nominee of the National Council of Independent Schools' Association, two representatives of MCEETA (the Ministerial Council on Education, Employment, Training and Youth Affairs), one representative of teachers and one representative of parents. CC's authority to collect the data is found by reference to: the funding agreements between the Commonwealth of Australia through the Department of Education, Employment and workplace Relations and CC for CC to manage NAPLAN until the end of 2009 (and pursuant to that program, to collect the data); and the consent of the Commonwealth, State and Territory Governments and the Catholic and independent schools sector through the AESOC (Australian Education Standing Officials Committee) Steering Group (NAPLAN) for CC to manage NAPLAN and pursuant to that program to collect the data. Each of above- mentioned parties are represented on

	<p>the AESOC Steering Group.</p> <p>ACER undertakes analysis of national data and is advised through a process of consultation with the AESOC-appointed Expert Advisory Group (EAG). The process is endorsed by the EAG. All analysis is undertaken with a parallel independent process as a quality assurance measure. Test administration authorities for the states and territories audit the content of the final report.</p>
Relevance	<p>The aim of NAPLAN is to test all schools and all students in Australia in Years 3, 5, 7 and 9. Under the National Education Agreement, all schools are required to participate in NAPLAN testing.</p> <p>Students are classified in three ways: assessed, exempt, absent/withdrawn. Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.</p> <p>Exempt students are defined as follows: Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.</p> <p>Exempt students are not assessed and are deemed not to have met the national minimum standard.</p>
Timeliness	<p>Data on assessed students is collected from test booklets. Data on exempt and absent/withdrawn students is collected from schools.</p> <p>The NAPLAN tests are conducted every year in early May. The 2008 test dates were 13, 14 and 15 May. The Summary National Report was released in September 2008. The <i>National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008</i> was released by Education Ministers on 19 December 2008.</p>
Accuracy	<p>Student achievements for literacy and numeracy are reported on five national achievement scales. The scales consist of 10 bands to cover the full range of student achievement across Year 3 to Year 9.</p> <p>School participation data is not collected. The National Report includes only student participation rate.</p> <p>Student participation rates are reported for each of the five domains, each year level and each state and territory. Participation rates differ across each of these categories. Participation rates are also reported by LBOTE and Indigenous status.</p> <p>95% confidence intervals are reported for the average (mean) scale scores, percentage of students in each band and percentage of students at or above the national minimum standard.</p> <p>In the majority of tables, percentages are expressed to one decimal place. In a small number of cases, percentages are rounded to the nearest whole number.</p> <p>The percentages of students represented in all tables are rounded and may not sum to 100.</p> <p>The results for the National Report are calculated based on five sets of plausible values drawn based on students' responses and conditioning on background variables.</p> <p>No weightings were applied.</p> <p><u>Missing data for parental education and parental occupation</u></p> <p>Due to the high 'not stated' rate of parental education and occupation in some school sectors in States and Territories, this information is reported at the national level only.</p>

	<p>Proportion of all students with parental education 'not stated': Year 3, 45%; Year 5, 47%; Year 7, 40%; Year 9, 44%.</p> <p>Proportion of all students with parental occupation 'not stated': Year 3, 47%; Year 5, 49%; Year 7, 42%; Year 9, 46%.</p> <p>Parental occupation/parental education may not have been stated on enrolment forms or may have been labelled optional.</p>
Coherence	<p>The population comprises all students in Years 3, 5, 7 and 9 as identified by jurisdictions</p> <p>The same tests are used for all schools and all students.</p> <p>Average age and years of schooling are reported as at the time of testing. These differ between states and territories.</p>
Interpretability	<p>Data on assessed students is collected from test booklets. Data on exempt and absent/withdrawn students is collected from schools.</p> <p>Commentary and notes are provided in the National Report to assist with the interpretation of the statistical data.</p> <p>The 2009 Data Standards Manual (MCEETYA) provides information to assist schools and school systems to collect student background information from parents as agreed by Education Ministers.</p> <p>http://www.mceetya.edu.au/mceetya/data_standards_manual_2009,26299.html</p>
Accessibility	<p>The <i>National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008</i>, released by Education Ministers on 19 December 2008, is publicly available on the MCEETYA website. The NAPLAN website makes explicit reference to this document and provides a link with the website.</p> <p>Raw data collected by jurisdictions is held as work-in-progress by the Contractor for the purposes of conducting the analysis and generating the National Report. Its purpose is to inform national reporting and is not available for other purposes.</p>

Data Quality Statement – Indicator 7: The proportion of the 20-24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above

Indicator	The proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above (a)
Measure	<p>Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above</p> <p><u>Numerator:</u> Number of 20–24 year olds who self-identify as having attained a year 12 or AQF Certificate Level II or above (excluding Certificate nfd, including Certificate I/II nfd)</p> <p><u>Denominator:</u> Number of 20–24 year olds in the population (Excludes people whose educational attainment is not stated. These data will be provided as supplementary information to inform this measure).</p>
Data Source/s	<p>Numerator and denominator – Census. Data are available every 5 years.</p> <p>Numerator and denominator – ABS Survey of Education and Work (SEW). Data are available annually.</p>
Institutional Environment	<p>The Survey of Education and Work (SEW) and National Aboriginal and Torres Strait Islander Social Survey (NATSISS) are collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment.</p>
Relevance	<p>SEW data is available by state/territory. Data are available by socioeconomic status. For further information on the Index of Relative Social Disadvantage (CD-based), see: Socio-Economic Indexes for Areas.</p> <p>Data on Indigenous status is available to facilitate non-Indigenous but not Indigenous output. Indigenous output for this indicator comes from the National Aboriginal and Torres Strait Islander Social Survey (NATSISS).</p> <p>The SEW and NATSISS collect information on Year 12 completion and qualifications. The standard classification of qualifications used is the Australian Standard Classification of Education (ASCED).</p> <p>In the SEW, information may have been supplied by one household resident on behalf of another person. The person reporting may not know all the details of the educational attainment of the other. In the SEW and NATSISS answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey. Results from the 2009 survey were released in November 2009.</p> <p>NATSISS is conducted every 6 years. The 2008 survey was conducted from August 2008 to April 2009 and results were released in October 2009.</p>
Accuracy	<p>The data for SEW is collected from an ARA (Any Responsible Adult) on behalf of other members of the household and is weighted for non-response. The data is collected in all states and territories excluding very remote areas. This exclusion has a small impact only on national and state estimates, except in the Northern Territory, where such persons</p>

comprise over 20 per cent of the population. The 2009 SEW response rate was 96 per cent which constituted 30 440 completed interviews.

The NATSISS is conducted in all states and territories and includes remote and non-remote areas. The 2008 sample was 13,300 persons/6,900 households, with a response rate of 82 per cent of households.

In the 2008 NATSISS there was a relatively large level of undercoverage when compared to other ABS surveys. As a consequence, the analysis undertaken to ensure that results from the survey were consistent with other data sources was more extensive than usual. Potential bias due to undercoverage was addressed by the application of a number of adjustments to the initial weights and an adjustment to geographical areas based on the density of the Indigenous population. As undercoverage can result in variances across population characteristics, as well as across data items, caution should be exercised when interpreting the survey results. For more information see the [2008 NATSISS Quality Declaration](#).

The data is event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. As a consequence of sample reductions to the LFS, there was a 20 per cent decrease in sample size for SEW in 2009 compared with 2008 resulting in an 11 per cent increase in RSEs. The full LFS sample has been reinstated, and the sample for the 2010 SEW will return to 2008 levels (see [Explanatory Notes](#)).

Coherence

Both the numerator and denominator come from the relevant survey (SEW or NATSISS). Measures based on the 2009 SEW are consistent with data from the 2008 SEW previously supplied for COAG reporting.

While there are a range of differences between the scope, coverage, timing and collection methodologies of the collections, these issues do not affect their broad comparability for this measure. The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared

The Survey of Education and Training (SET) and the Census of Population and Housing also provide information on educational attainment.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website, see [Explanatory Notes](#) in Education and Work, Australia (Cat. No. 6227.0), and the National Aboriginal and Torres Strait Islander Social Survey [Explanatory Notes](#) (Cat. No. 4714.0).

Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: www.abs.gov.au.

Accessibility

The data for SEW are available via the ABS website in the publication Education and Work, Australia (Cat. No. 6227.0). This measure is also released as part of a SEW Detailed Education Datacube. Data from NATSISS are available in [National Aboriginal and Torres Strait Islander Social Survey](#) (Cat. No. 4714.0)

Additional data is available at cost upon request through the [National Information Referral Service](#) (NIRS) and specialised data tables and Confidentialised Unit Record Files (CURFs) are also available on request.

Data Quality Statement – Indicator 8: The proportion of the 20-24 year old Indigenous and low SES population having attained at least a year 12 or equivalent or AQF Certificate II

Indicator	The proportion of the 20–24 year old Indigenous and low SES population having attained at least a year 12 or equivalent or AQF Certificate II
Measure	<p>Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above, by Indigenous status and SES</p> <p><u>Numerator:</u></p> <p>Number of 20–24 year olds who self-identify as having attained a year 12 or AQF Certificate Level II or above (excluding Certificate nfd, including Certificate I/II nfd), by Indigenous status and SES</p> <p><u>Denominator:</u></p> <p>Number of 20–24 year olds in the population, by Indigenous status and SES</p> <p>(Excludes people whose educational attainment is not stated. These data will be provided as supplementary information to inform this measure).</p>

See NEA 7 for further details

Data Quality Statement – Indicator 9: The proportion of young people participating in post school education or training six months after school

Indicator	NEA 9 – The proportion of young people participating in post school education or training six months after school
Measure	<p>Proportion of 15 to 19 year olds who have left school (not just in the previous six months) and are full engaged in education or training or employment, by highest level of schooling</p> <p><u>Numerator:</u></p> <p>Number of persons aged 15 to 19 years who have left school are fully engaged in employment, education and/or training, by highest level of schooling completed</p> <p><u>Denominator:</u></p> <p>Number of persons aged 15 to 19 years who have left school, by highest level of schooling completed</p> <p>(Excludes persons whose highest level of schooling completed is not stated. These data will be separately reported to provide additional information for this measure. Fully engaged is defined as full time employment, full time education or training, or a mixture of part time/full time employment and part time/full time education or training)</p>
Data Source	Numerator and denominator – SEW
Institutional Environment	<p>The Survey of Education and Work is collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment.</p>
Relevance	<p>SEW data is available by state/territory. Data are available by socioeconomic status. For further information on the Index of Relative Social Disadvantage (CD-based), see: Socio-Economic Indexes for Areas.</p> <p>The SEW collects information on participation in education. The standard classification of qualifications used is the Australian Standard Classification of Education (ASCED).</p> <p>In the SEW, information may have been supplied by one household resident on behalf of another person. The person reporting may not know all the details of the educational participation of the other. Furthermore, answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure.</p>
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey. Results from the 2009 survey were released in November 2009.
Accuracy	<p>The data for SEW is collected from an ARA (Any Responsible Adult) on behalf of other members of the household and is weighted for non-response. The data is collected in all states and territories excluding very remote areas. This exclusion has a small impact only on national and state estimates, except in the Northern Territory, where such persons comprise over 20 per cent of the population. The 2009 SEW response rate was 96 per cent</p>

	<p>which constituted 30,440 completed interviews.</p> <p>The data is event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. As a consequence of sample reductions to the LFS, there was a 20 per cent decrease in sample size for SEW in 2009 compared with 2008 resulting in an 11 per cent increase in RSEs. The full LFS sample has been reinstated, and the sample for the 2010 SEW will return to 2008 levels (see Explanatory Notes).</p> <p>After running data by SEIFA-IRSD quintile, a high number of cells were observed with RSEs greater than 25 per cent, a considerable proportion of which were greater than 50 per cent and/or based on cell counts that required confidentialisation. As specified, therefore, these tables were not fit for the purpose of reporting on the measure by SEIFA. Consequently, categories were combined to enable output of summary information on engagement in education, training or employment by SEIFA quintile.</p>
Coherence	<p>Both the numerator and denominator come from SEW. Measures based on the 2009 SEW are consistent with data from the 2008 SEW previously supplied for COAG reporting.</p> <p>The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared</p> <p>The Survey of Education and Training (SET) and the Census of Population and Housing also provide information on educational participation and attainment, and labour force status.</p>
Interpretability	<p>Information on how to interpret and use the data appropriately is available on the ABS website, see Explanatory Notes in Education and Work, Australia (Cat. No. 6227.0.)</p> <p>Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: www.abs.gov.au.</p>
Accessibility	<p>The data for SEW are available via the ABS website in the publication Education and Work, Australia (Cat. No. 6227.0). This measure is also released as part of a SEW Detailed Education Datacube.</p> <p>Additional data is available at cost upon request through the National Information Referral Service (NIRS) and specialised data tables and Confidentialised Unit Record Files (CURFs) are also available on request.</p>

Data Quality Statement – Indicator 10: The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III

Indicator	The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III
Measure	<p>Proportion of 18 to 24 year olds who are fully engaged in employment, education or training at or above AQF Certificate Level III</p> <p><u>Numerator:</u> Number of persons aged 18 to 24 years who are fully engaged in employment, education and/or training at or above AQF Certificate III</p> <p><u>Denominator:</u> Number of persons aged 18 to 24 years (Fully engaged is defined as full time employment, full time education or training, or a mixture of part time/full time employment and part time/full time education or training. The scope of AQF Certificate Level III or above excludes persons whose highest level of education/training is Certificate nfd. Persons who have not identified the level of qualification they are working towards are excluded from the calculations [only applicable to Census data])</p>
Data Source	<p>(Main) Numerator and denominator – (All) (SES) SEW (Supplementary) Numerator and denominator – (Indigenous status) (SES) Census (Supplementary) Numerator and denominator – (Indigenous) NATSISS and NATSIHS; (Non-Indigenous) SEW</p>
Institutional Environment	<p>The Survey of Education and Work (SEW) and National Aboriginal and Torres Strait Islander Social Survey (NATSISS) are collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment.</p>
Relevance	<p>SEW data is available by state/territory. Data are available by socioeconomic status. For further information on the Index of Relative Social Disadvantage (CD-based), see: Socio-Economic Indexes for Areas.</p> <p>Data on Indigenous status is available to facilitate non-Indigenous but not Indigenous output. Indigenous output for this indicator comes from the National Aboriginal and Torres Strait Islander Social Survey (NATSISS).</p> <p>The SEW and NATSISS collect information on participation in education and the labour force. The standard classification of qualifications used is the Australian Standard Classification of Education (ASCED).</p> <p>While the SEW collects information on the level of current study, the NATSISS only collects information on whether or not a person is studying but not by level. To maximise consistency where Indigenous and non-Indigenous data are compared in the one table, the measures derived from both surveys were based on all students, not just those studying for a Certificate III or above. In all other tables for the total population (i.e. based on SEW only) the table is restricted to students studying at Certificate III or above.</p> <p>In the SEW, information may have been supplied by one household resident on behalf of another person. The person reporting may not know all the</p>

Timeliness	<p>details of the educational or labour force participation of the other. In the SEW and NATSISS answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure.</p> <p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey. Results from the 2009 survey were released in November 2009.</p>
Accuracy	<p>NATSISS is conducted every 6 years. The 2008 survey was conducted from August 2008 to April 2009 and results were released in October 2009.</p> <p>The data for SEW is collected from an ARA (Any Responsible Adult) on behalf of other members of the household and is weighted for non-response. The data is collected in all states and territories excluding very remote areas. This exclusion has a small impact only on national and state estimates, except in the Northern Territory, where such persons comprise over 20 per cent of the population. The 2009 SEW response rate was 96 per cent which constituted 30 440 completed interviews.</p> <p>The NATSISS is conducted in all states and territories and includes remote and non-remote areas. The 2008 sample was 13 300 persons/6 900 households, with a response rate of 82 per cent of households.</p> <p>In the 2008 NATSISS there was a relatively large level of undercoverage when compared to other ABS surveys. As a consequence, the analysis undertaken to ensure that results from the survey were consistent with other data sources was more extensive than usual. Potential bias due to undercoverage was addressed by the application of a number of adjustments to the initial weights and an adjustment to geographical areas based on the density of the Indigenous population. As undercoverage can result in variances across population characteristics, as well as across data items, caution should be exercised when interpreting the survey results. For more information see the 2008 NATSISS Quality Declaration.</p> <p>The data is event data that can be used to measure year to year changes provided that the changes are significant enough to account for the RSE of estimates. As a consequence of sample reductions to the LFS, there was a 20 per cent decrease in sample size for SEW in 2009 compared with 2008 resulting in an 11 per cent increase in RSEs. The full LFS sample has been reinstated, and the sample for the 2010 SEW will return to 2008 levels (see Explanatory Notes).</p>
Coherence	<p>After running data by SEIFA-IRSD quintile, a high number of cells were observed with RSEs greater than 25 per cent, a considerable proportion of which were greater than 50 per cent and/or based on cell counts that required confidentialisation. As specified, therefore, these tables were not fit for the purpose of reporting on the measure by SEIFA. Consequently, categories were combined to enable output of summary information on engagement in education, training or employment by SEIFA quintile.</p> <p>Both the numerator and denominator come from the relevant survey (SEW or NATSISS). Measures based on the 2009 SEW are consistent with data from the 2008 SEW previously supplied for COAG reporting.</p> <p>While there are a range of differences between the scope, coverage, timing and collection methodologies of the collections, these issues do not affect their broad comparability for this measure.</p> <p>The 2008 NATSISS, 2008 SEW and 2009 SEW consider people who participate in Community Development Employment Projects (CDEP) as employed. All CDEP participants are in scope of these collections, but only the NATSISS identifies CDEP participation as a separate category of employment for the total Indigenous population. Possible future changes to the classification of CDEP participation to reflect changes in the administration of this program would have a considerable impact on the labour force characteristics of the Indigenous population and therefore affect</p>

	<p>the estimates of Indigenous people considered to be fully engaged in education or work according to this indicator.</p> <p>The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared</p> <p>The Survey of Education and Training (SET) and the Census of Population and Housing also provide information on educational participation and attainment, and labour force status.</p>
Interpretability	<p>Information on how to interpret and use the data appropriately is available on the ABS website, see <u>Explanatory Notes</u> in Education and Work, Australia (Cat. No. 6227.0), and the National Aboriginal and Torres Strait Islander Social Survey <u>Explanatory Notes</u> (Cat. No. 4714.0).</p> <p>Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: www.abs.gov.au.</p>
Accessibility	<p>The data for SEW are available via the ABS website in the publication Education and Work, Australia (Cat. No. 6227.0). This measure is also released as part of a SEW Detailed Education Datacube. Data from NATSISS are available in <u>National Aboriginal and Torres Strait Islander Social Survey</u> (Cat. No. 4714.0)</p> <p>Additional data is available at cost upon request through the <u>National Information Referral Service</u> (NIRS) and specialised data tables and Confidentialised Unit Record Files (CURFs) are also available on request.</p>

Data Quality Statement – Indicator 11: NAPLAN performance

(i) national, by jurisdiction, by geo-location

(ii) years 3, 5, 7, 9

(iii) reading, writing, numeracy

ACARA did not provide a DQS for inclusion in this report. The relevant DQS from the 2008 National Education Agreement Performance Information Report prepared by the Curriculum Corporation for 2007 NAPLAN data is included.

Refer to DQS for NEA indicator 1 and 2.

Data Quality Statement – Indicator 12: NAPLAN participation

(i) national, by jurisdiction, by geo-location

(ii) years 3, 5, 7, 9

(iii) reading, writing, numeracy

ACARA did not provide a DQS for inclusion in this report. The relevant DQS from the 2008 National Education Agreement Performance Information Report prepared by the Curriculum Corporation for 2007 NAPLAN data is included.

Refer to DQS for NEA indicator 1 and 2.

Data Quality Statement – Indicator 13: Apparent retention rates from year 7/8:

(i) national, by jurisdiction, by geolocation

(ii) to year 10

(iii) to year 12

Indicator	Apparent retention rates from year 7/8 (i. national, by jurisdiction, by geolocation; ii. to year 10; iii. to year 12)
Measure	<p>The Apparent retention rates are defined as:</p> <p>To year 10</p> <p><u>Numerator</u> – number of full time students in year 10 in reference year (2009)</p> <p><u>Denominator</u> – number of full-time students in the base year (year 7 in NSW, Vic, Tas and ACT in 2006; year 8 in QLD, WA, SA and NT in 2007).</p> <p>To year 12</p> <p><u>Numerator</u> — number of full-time students in year 12 in reference year (2009)</p> <p><u>Denominator</u> — number of full-time students in the base year (year 7 in NSW, Vic, Tas and ACT in 2004; year 8 in Qld, WA, SA and NT in 2005).</p> <p>This measure only provides information on those who are retained to Year 10 or Year 12. These students may or may not complete Year 10 or Year 12.</p>
Data Source	<p>Numerator and denominator – non finance NSSC. Data is published in <u>Schools, Australia</u> (cat. 4221.0).</p> <p>Data are available annually.</p>
Institutional Environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC). This collection was established through the work of the then Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see <u>ABS Institutional Environment</u>.</p>
Relevance	<p>School student data are available by state/territory and Indigenous status but are not currently available by socioeconomic status.</p> <p>Information on Indigenous status is obtained from school enrolment forms which are generally completed by the primary carer of the child. The NSSC includes people who did not state their Indigenous status in the category 'non-Indigenous'.</p> <p>This indicator is calculated by dividing the number of students in Year 10 or Year 12 in the reference year by the number enrolled at the commencement of secondary school some years previously (depending on jurisdiction). Hence the measure is an Apparent Retention Rate (ARR). It is not a measure of the proportion of students who actually completed Year 10 or Year 12.</p> <p>Particularly in small jurisdictions, relatively small changes in student numbers can create apparently large movements in retention rates. In addition, the rates in the smaller jurisdictions may be noticeably affected by changes in such factors as the proportion of ungraded and/or mature aged</p>

	<p>students from year to year.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations manual. Data covers all students enrolled in school, some of whom may be taking a VET course.</p>
Timeliness	<p>The NSSC is based on the school census that is conducted annually on the first Friday in August by each state and territory department of education. The results from the 2009 NSSC were released in March 2010.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state education department to then forward aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department for Education, Employment and Workplace Relations.</p> <p>The NSSC is based on information on each student enrolled at the time of the school census.</p> <p>Care should be taken in the interpretation of ARR as the method of calculation does not take into account a range of factors such as repeating students, migration, inter-sector transfers and enrolment policies. For further details on the accuracy of the NSSC methodology and ARRs, see Explanatory Notes of Schools, Australia (Cat. No. 4221.0).</p>
Coherence	<p>The ARR is based on those who are undertaking study at the Year 10 or Year 12 level as at August in the reference year and they may not go on to complete Year 10 or Year 12.</p> <p>The NSSC data items used to construct the ARRs are consistent and comparable over time, and support assessment of annual change.</p> <p>The ARR measures change over a period of time. The numerator and denominator are sourced from different annual cycles of the NSSC, to follow the same age-cohort. Given the long analysis period, student transitions, such as migration or re-entry to the school system, have an effect on the accuracy of this calculation. In addition, the denominator is sourced from two different NSSC years due to different starting years for secondary school. For example, for the ARR from Year 7/8 to Year 10 in 2009, the denominator for NSW, Vic, Tas and ACT is sourced from NSSC 2006 (Year 7) and for Qld, WA, SA and NT is sourced from 2007 (Year 8).</p> <p>There is some variability in the reporting of Indigenous status, particularly in relation to not stated responses. This may result in some under reporting of Indigenous status, see Appendix 2: Collection of Indigenous Status of Students (Cat. No. 4221.0) 2009. Increases in the number of Indigenous students due to improvements in the reporting of Indigenous status may lead to increases in ARRs for Indigenous students independently of changes in actual retention.</p> <p>Before sending data to the ABS, each state education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some states. Decreases in the number of students due to improvements in the identification and removal of duplicate enrolments may lead to decreases in ARRs independently of changes in actual retention.</p>
Interpretability	<p>Schools, Australia (Cat. No. 4221.0) includes explanatory notes and glossary available on the ABS website.</p> <p>Socioeconomic status is not yet available in the NSSC.</p>
Accessibility	<p>Predominantly national level information is published in Schools Australia (Cat. No. 4221.0) on the ABS website. A range of time series data cubes,</p>

with a focus on state/territory level information, are available on the ABS website.

Data Quality Statement – NEA Indicator 14: Attendance rates
(i) national, by jurisdiction, by geo-location
(ii) Year 1 to Year 10.

ACARA did not provide a DQS for inclusion in this report. The relevant DQS from the 2008 National Education Agreement Performance Information Report prepared by the Performance Measurement and Reporting Taskforce (PMRT) for 2007 student attendance data is included.

Refer to DQS for NEA indicator 1 and 2.

Data Quality Statement – NEA Indicator 15: The proportion of Indigenous 18–24 year olds engaged in full-time employment, education or training at or above AQF Certificate III

Refer to DQS for NEA indicator 10.

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Acronyms and abbreviations

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum Assessment and Reporting Authority
ACER	Australian Council for Educational Research
ACT	Australian Capital Territory
AQF	Australian Qualifications Framework
ARIA	Accessibility and Remoteness Index for Australia
ATSI	Australian Torres Strait Islander
Aust	Australia
COAG	Council of Australian Governments
CRC	COAG Reform Council
DEEWR	Department of Education, Employment and Workplace Relations
DQS	Data Quality Statement
ERP	estimated resident population
FTE	full time equivalent
ICSEA	Index of Community Socio-Educational Advantage
IGA	Intergovernmental Agreement on Federal Financial Relations
IRSD	Index of Relative Social Disadvantage
LBOTE	Language background other than English
LSAY	Longitudinal Surveys of Australian Youth
MCEECDYA	Ministerial Council on Employment, Early Childhood Development and Youth Affairs
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCFFR	Ministerial Council for Federal Financial Relations
NA	National Agreement
na	not available
NAPLAN	National Assessment Program – Literacy and Numeracy

NASWD	National Agreement on Skills and Workforce Development
NATSIHS	National Aboriginal and Torres Strait Islander Health Survey
NATSISS	National Aboriginal and Torres Strait Islander Social Survey
NCVER	National Centre for Vocational Education Research
NEA	National Education Agreement
NESB	non-English speaking background
NIRA	National Indigenous Reform Agreement
np	not published
NP	National Partnership
NSAC	National Student Attendance Collection
NSSC	National Schools Statistics Collection
NSW	New South Wales
NT	Northern Territory
NYPR	National Youth Participation Requirement
OECD	Organisation for Economic Co-operation and Development
PC	Productivity Commission
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PRMT	Performance Reporting and Measurement Taskforce
Qld	Queensland
RSE	relative standard error
RTO	Registered Training Organisation
SA	South Australia
SCRGSP	Steering Committee for the Review of Government Service Provision
SEIFA	Socioeconomic Indexes for Areas
SES	socioeconomic status
SEW	Survey of Education and Work
SPP	Special Purpose Payment
Tas	Tasmania

TIMSS	Trends in International Mathematics and Science Study
VET	vocational education and training
Vic	Victoria
WA	Western Australia

Glossary

Apparent retention rates	The number of full time students in a designated year of schooling, expressed as a percentage of their respective cohort group at an earlier base year.
Full time equivalent student	This is the addition of those defined as full-time (who have an imputed value of 1.0) with the sum of the imputed values of those defined as part-time (who are assessed as having a value between 0.1 and 0.9). The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student. The FTE of a full time student is 1.0.
Full time student	A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.
Geographic location classification	<p>Geographic categorisation is based on the agreed MCEETYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones). A further disaggregation comprises five categories: metropolitan and provincial zones each subdivided into two categories, and the remote zone. Further subdivisions of the two provincial zone categories and the remote zone category provide additional, more detailed, classification options. When data permit, a separate very remote zone can be reported along with the metropolitan, provincial and remote zones, as follows.</p> <p>A. Metropolitan zone</p> <ul style="list-style-type: none">– Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs.– Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong. <p>B. Provincial zone (non-remote)</p> <ul style="list-style-type: none">– Provincial city Statistical Districts plus Darwin SD.<ul style="list-style-type: none">– Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie–Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga.– Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool.– Other provincial areas (CD ARIA Plus score \leq 5.92)<ul style="list-style-type: none">– Inner provincial areas (CD ARIA Plus score \leq 2.4)– Outer provincial areas (CD ARIA Plus score $>$ 2.4 and \leq 5.92) <p>C. Remote zone</p> <ul style="list-style-type: none">– Remote zone (CD ARIA Plus score $>$ 5.92)

	<ul style="list-style-type: none"> – Remote areas (CD ARIA Plus score > 5.92 and ≤ 10.53) – Very remote areas (CD ARIA Plus score > 10.53)
Indigenous student	A student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions.
Language background other than English (LBOTE) student	A status that is determined by administrative processes that vary across jurisdictions.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction
Socioeconomic status	<p>For the purposes of this report, socioeconomic status is measured using parental education/parental occupation (for NAPLAN data) or SEIFA IRSD (for all other data).</p> <p>For SEIFA IRSD, a person can be allocated to one of five quintiles. Quintile 1 indicates that the person resides in the most disadvantaged area in the jurisdiction, whereas quintile 5 indicates that the person resides in the least disadvantaged area in the jurisdiction.</p>
Student	<p>A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.</p> <p>For data sourced from the NSSC, students were excluded if they had left the school or had been absent without explanation for four continuous weeks (excluding school vacations) prior to the school census date.</p>
Student, primary	A student in primary education, which covers pre-year 1 to year 6 in NSW, Victoria, Tasmania, ACT and NT, and pre-year 1 to year 7 in Queensland, WA and SA.
Student, secondary	A student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania, ACT and NT, and at year 8 in Queensland, SA and WA.
Ungraded student	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.