

# National Agreement Performance Information 2010

National Education  
Agreement

*Steering Committee  
for the Review of  
Government  
Service Provision*

June 2011

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ISBN 978-1-74037-355-5

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**An appropriate citation for this paper is:**

SCRGSP (Steering Committee for the Review of Government Service Provision) 2011, *National Agreement performance information 2010: National Education Agreement*, Productivity Commission, Canberra.

**Steering Committee for the  
Review of Government  
Service Provision**

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Chairman  
COAG Reform Council  
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SYDNEY NSW 2000

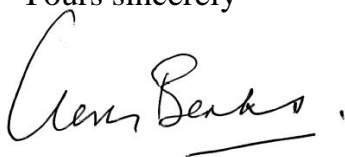
Dear Mr McClintock

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 2011

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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 COAG Reform Council 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*
- overview of the outputs, performance indicators, performance targets 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. 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.

The original data quality statements provided by data collection agencies are also provided as an attachment to this report.



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# 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
Mr Peter Robinson	Aust. Govt.	Department of the Treasury
Mr David de Carvalho	Aust. Govt.	Department of Finance and Administration
Ms Liz Develin	NSW	Department of Premier and Cabinet
Mr Kevin Cosgriff	NSW	Department of Treasury
Mr Simon Kent	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
Ms Janelle Thurlby	Qld	Department of Treasury
Mr Warren Hill	WA	Department of the Premier and Cabinet
Mr David Christmas	WA	Department of Treasury and Finance
Mr Chris McGowan	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
Mr David Kalisch		Australian Institute of Health and Welfare

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

Ms Sue Vroombout	Aust. Govt.	Department of the Treasury
Ms Katy Haire	Vic	Department of the Premier and Cabinet
Mr John O'Connell	Qld	Department of Treasury



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# Contents

<b>This Report</b>	<b>V</b>
<b>Steering Committee</b>	<b>VII</b>
<b>Contents</b>	<b>IX</b>
<b>National Education Agreement performance reporting</b>	<b>1</b>
About this report	1
Performance reporting	7
Changes from the previous National Education Agreement performance report	11
Context for National Education Agreement performance reporting	13
Performance targets	28
Performance indicators	39
Attachment tables	91
Data Quality Statements	339
References	375
Acronyms and abbreviations	378
Glossary	381



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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 a 'NEA' suffix (for example, table NEA.1.3) or a 'NIRA' suffix (for example, table NIRA.13.3). 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 an Intergovernmental Agreement on Federal Financial Relations (IGA) (COAG 2009a). The Ministerial Council for Federal Financial Relations (MCFFR) 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.*

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COAG has also agreed to 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 and outcomes for each sector, and clarifies the respective roles and responsibilities of the Commonwealth and the states and territories in the delivery of services. The NAs also contain a range of categories of performance information, variously named ‘outputs’, ‘progress measures’, ‘performance indicators’, ‘performance benchmarks’ and ‘targets’. The performance of all governments in achieving the outcomes and performance benchmarks specified in NAs will be monitored and assessed by the COAG Reform Council (CRC).

At its 7 December 2009 meeting, COAG agreed to a high level review of the NAs, NPs and implementation plans (IPs). On 13 February 2011, COAG noted a report on this review and agreed to further reviews of the performance indicator frameworks within each NA (COAG 2011a). The Secretariat has received informal advice from the Department of Prime Minister and Cabinet (PM&C) that the review of the NEA performance indicator framework is to commence by January 2012 and be completed by end-June 2012. It is anticipated that the outcomes from this review will be considered in the future cycles of NEA reporting.

## **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

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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 is 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 [CRCs] 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 three NP agreements:

- *National Partnership Agreement on Youth Attainment and Transitions*
- *National Partnership Agreement on Essential Vaccines*
- *National Partnership Agreement on the Elective Surgery Waiting List Reduction Plan* (Steering Committee reporting for this NP was completed in May 2011).

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

*Steering Committee report to Heads of Treasuries on data gaps in the National Performance Reporting 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 the NEA and NASWD, and was submitted to the Heads of Treasuries Committee on 17 September 2009. A second report was submitted on 15 September 2010 updating the previous work on data gaps in the NEA and NASWD. To date, the Heads of Treasuries Committee has not requested any further data gaps reports.

*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].

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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]



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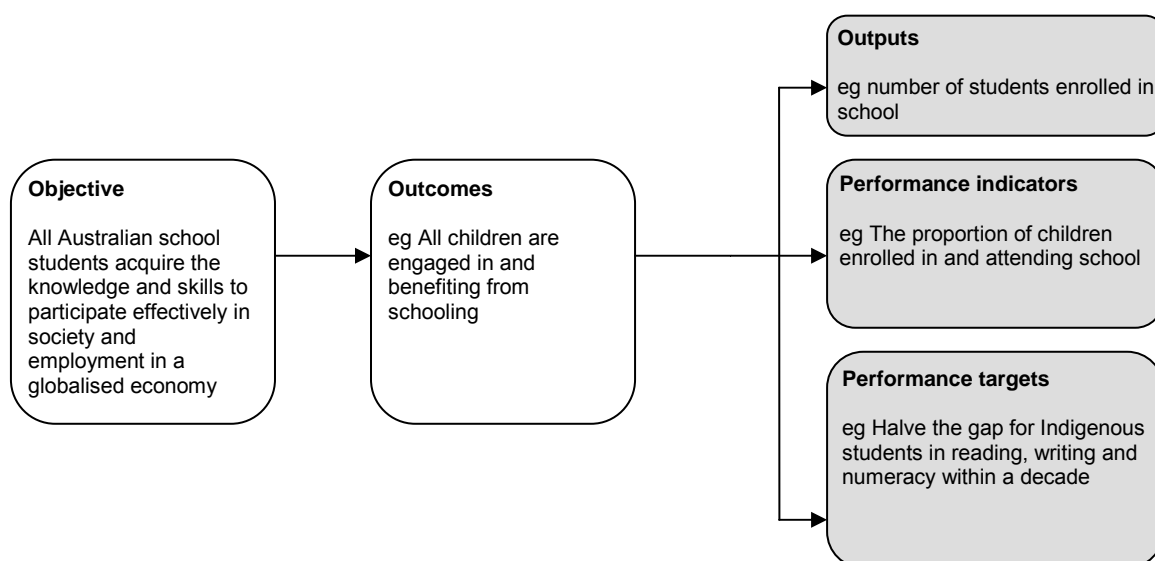
## Performance reporting

The Steering Committee is required to collate performance information for the *National Education Agreement* (NEA) and provide it to the CRC no later than 30 June 2011. The CRC has requested the Steering Committee to provide information on all performance categories in the NAs (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<sup>a, b</sup>**

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<sup>a</sup> Shaded boxes indicate categories of performance information included in this report. <sup>b</sup> 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 data for:

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

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This is the third NEA report prepared by the Steering Committee. The CRC has requested that data included in the previous two reports not be reproduced in subsequent reports. Therefore, this report contains only data that relate to more recent reporting periods, or which have been revised since the previous reports.

This report contains the original data quality statements (DQSs) completed by relevant data collection agencies and comments by the Steering Committee on the quality of reported data (based on the data quality statements). This report also includes Steering Committee views on 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 2010: 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**

- The Steering Committee notes that relevant confidence intervals should be considered when interpreting the National Assessment Program – Literacy and Numeracy (NAPLAN) data in this report. At the request of the CRC, confidence intervals have not been included in this report for NAPLAN achievement data (relevant to performance target (b) and performance indicators 4, 5 and 11). Different confidence intervals are relevant to different analyses, and the CRC has advised that they may request the data collection agency to undertake relevant significance testing for CRC analysis of the NAPLAN data.
- 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 the Census of Population and Housing (the Census) are not directly comparable.
- Of the 15 performance indicators (and three associated performance targets), four do not have annual data (with two not able to be updated for this report):
  - *the proportion of Indigenous students completing year 10* (3-yearly)
  - *the proportion of students in the bottom and top levels of performance in international testing (for example, Programme 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 for Indigenous estimates, not updated for this report)
  - *the proportion of Indigenous 18–24 year olds engaged in full-time employment, education or training at or above Certificate III* (3-yearly) (not updated for this report).
- The Steering Committee considers that it is unlikely that more regular data collection via sample surveys would be cost effective for these indicators, and that administrative data collections should be investigated as options for annual reporting on year 10 and year 12 completions. 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 is subject to relatively large sampling errors (for example, performance indicators using NATSISS data).

(Continued next page)

## Box 1 (Continued)

### Outputs

- Outputs are related to student enrolments. Nationally comparable data on student enrolments are available from the NSSC, but are not available disaggregated by socioeconomic status (SES) of schools (one of disaggregations specified in the NEA).

### Performance targets

- Of the three performance targets, two could be reported against. One performance target does not have annual data and could not be updated for this report:
  - *At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.*

### Performance indicators

- Thirteen of the 15 performance indicators could be reported against.
  - One performance indicator has annual data, but no new data were available in time for inclusion in this report: *the proportion of children (1) enrolled in and (2) attending school* (data not available for the attending element) [**See addendum for late data provided by ACARA at 6pm Wednesday 29 June**].
  - One performance indicator does not have annual data and could not be updated for this report: *the proportion of Indigenous 18–24 year olds engaged in full-time employment, education and training at or above Certificate III.*
- 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.*
- Two 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).

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## **Changes from the previous National Education Agreement performance report**

Table 1 summarises changes to indicator specifications, measures or data from the second NEA performance report.

### **CRC advice to the Steering Committee on data requirements**

The CRC recommended changes to indicators in its first NEA report to COAG (CRC 2009). 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 first CRC report was endorsed by COAG in December 2009 and, where practicable, the Steering Committee incorporated the CRC recommendations in its second NEA report to the CRC.

The CRC recommended further changes to indicators in its second NEA report (CRC 2010) and in separate advice to the Steering Committee. Although COAG has not yet endorsed the second CRC report, where practicable, the Steering Committee has incorporated the CRC's recommendations and advice in this report.

**Table 1 Changes from the previous NEA performance report**

<i>Indicator</i>	<i>Change</i>
NEA Indicator 1 — the proportion of children enrolled in and attending school	<ul style="list-style-type: none"> <li>Revised 2009 data have been provided for measure 1(a) due to amendments to the 2009 NSSC data</li> </ul>
NEA Indicator 2 — the proportion of Indigenous and low SES children enrolled in and attending school, <i>and</i>	<ul style="list-style-type: none"> <li><i>[Indicator 2 only]</i> Revised 2009 data have been provided for measure 2(a) due to amendments to the 2009 NSSC data</li> </ul>
NEA Indicator 14 — attendance rates, Year 1 to Year 10	<ul style="list-style-type: none"> <li>Revised 2008 and 2009 data have been provided for measure 2(b) due to errors in the data previously provided</li> </ul>
NEA Indicator 3 — the proportion of Indigenous students completing year 10	<ul style="list-style-type: none"> <li>Following CRC advice that they do not use the supplementary measure on year 10 apparent retention rates due to issues regarding the meaningfulness of the measure and data quality concerns, the measure has been removed</li> <li>At the request of the CRC, supplementary data are reported from the three-yearly cycle of ABS Indigenous surveys</li> </ul>
NEA Indicator 4 — literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing, <i>and</i>	<ul style="list-style-type: none"> <li>At the request of the CRC, the following are not included for these indicators in this report: <ul style="list-style-type: none"> <li>the measure on amalgamated achievement bands for the two performance indicators</li> <li>confidence intervals (CIs)<sup>a</sup></li> <li>disaggregation of Indigenous status by geolocation<sup>b</sup></li> </ul> </li> </ul>
NEA Indicator 5 — literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing, <i>and</i>	
NEA Indicator 11 — literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous students in national testing	<ul style="list-style-type: none"> <li><i>[Indicator 5 only]</i> At the recommendation of the CRC, the 2010 NAPLAN data have been disaggregated by parental education/parental occupation at the State and Territory level</li> </ul>
NEA Indicator 6 — the proportion of students in the bottom and top levels of performance in international testing (for example, PISA, TIMSS)	<ul style="list-style-type: none"> <li>At the recommendation of the CRC, data have been disaggregated by socioeconomic status at the jurisdictional level</li> <li>At the request of the CRC, the proportion of students in the 'top' and 'bottom' levels of performance are reported according to specified amalgamated achievement levels</li> </ul>
NEA Indicator 9 — proportion of young people participating in post-school education or training six months after school	<ul style="list-style-type: none"> <li>At the recommendation of the CRC, the data previously reported as 'education, training and/or employment' have been disaggregated to enable 'education and training' and 'employment' to be reported as two separate categories</li> </ul>
NEA Indicator 12 — rates of participation in NAPLAN reading, writing and numeracy tests — years 3, 5, 7, 9	<ul style="list-style-type: none"> <li>At the recommendation of the CRC, data have been disaggregated for absent and withdrawn students</li> </ul>

<sup>a</sup> Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and the CRC have advised they may separately request significance testing directly from the data collection agency. <sup>b</sup> At the request of the CRC, this disaggregation will be included for the equivalent indicator in the NIRA report.

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## 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’ [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 [para. 12].

The NEA includes the following three targets, which are considered critical to the achievement of the objective and outcomes above:

- lift the year 12 or equivalent attainment rate to 90 per cent by 2020 (COAG subsequently amended this target at their April 2009 meeting to ‘lift the year 12 or equivalent attainment rate to 90 per cent by 2015’)
- 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 indicators, but several NP agreements have been established that may be relevant to analysing performance against the NEA outcomes including:

- *National Partnership Agreement on the Digital Education Revolution*
- *National Partnership Agreement on Literacy and Numeracy*
- *National Partnership Agreement on Improving Teacher Quality*
- *National Partnership Agreement on Low Socio-Economic 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* (COAG 2009b)
  - *National Partnership Agreement on Youth Attainment and Transitions* (COAG 2009c).

## **Governments' roles and responsibilities**

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

Under constitutional arrangements, State and Territory governments are responsible for ensuring the delivery of schooling to all children of school age. They 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 some State and Territory government funding.

The Australian Government currently provides supplementary funding for government schools through the National Schools Specific Purpose Payment, which is associated with the NEA, and for non-government schools through the *Schools Assistance Act 2008*. The National Schools Specific Purpose Payment and Schools Assistance Act both 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 Ministerial Council on Education, Early Childhood Development and Youth Affairs (MCEECDYA)<sup>1</sup> — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for developing national priorities and strategies for schooling. At their 13 February 2011 meeting, COAG agreed to a comprehensive reform plan for a new system of Ministerial Councils (COAG 2011a). From 1 July 2011, MCEECDYA will be replaced by the Standing Council on School Education and Early Childhood.

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<sup>1</sup> 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).



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One of the policy and reform directions identified in the NEA was a review of funding and regulation across government and non-government schooling sectors. On 15 April 2010 the then Minister for Education, Julia Gillard, announced that a review of school funding arrangements would commence in 2010 and conclude in 2011. An independent expert panel, chaired by Mr David Gonski, is currently undertaking the review. The review's Terms of Reference state that its recommendations 'will be directed towards achieving a funding system for the period beyond 2013 which is transparent, fair, financially sustainable and effective in promoting excellent educational outcomes for all Australian students' (DEEWR 2010).

## **Structure of school education**

The structure of school education varies across states and territories. These differences can influence the comparability and interpretation of data presented under common classifications. Depending on the State or Territory, formal schooling consists of seven to eight years of primary school education followed by five to six years of secondary school education. All states and territories divide school education into compulsory and non-compulsory components based primarily on age. Schooling is generally full time, although an increasing proportion of part time study occurs in more senior years.

In 2010, the compulsory starting age for school education in states and territories was:

- 5 years of age (Tasmania)
- 6 years of age (NSW, Victoria, Queensland, WA, SA, the ACT and the NT).

Children may commence school at an age younger than the statutory age at which they are required to attend school. Most children commence full time schooling in the year preceding Year 1 (pre-year 1).

At its 30 April 2009 meeting, COAG agreed to a Compact with Young Australians, delivered under the *National Partnership on Youth Attainment and Transitions*. As part of the Compact, the National Youth Participation Requirement (NYPR) commenced on 1 January 2010. All young people are 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 17 years of age. The NYPR will be implemented through State and Territory legislation where at least equivalent provisions are not already in place, and exemptions will continue in line with existing State and Territory practice (COAG 2009a).

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## Early childhood education

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

Evidence suggests 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 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 of age, and aims to improve outcomes for all children and their families, including reducing inequalities in outcomes between groups of children.

A National Quality Framework has been progressively implemented since 1 July 2010. The National Quality Framework will put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia (DEEWR 2011).

The Australian Early Development Index (AEDI) was endorsed by COAG in 2006 as a national progress measure of early childhood development. The AEDI is a population measure of children's development as they enter school, and measures the following five areas of early childhood development, using information collected through a teacher completed checklist:

- physical health and wellbeing
- social competence
- emotional maturity
- language and cognitive skills (school-based)
- communication skills and general knowledge.

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The AEDI national report for 2009<sup>2</sup> found that the majority of children are doing well on each of the five AEDI developmental domains. However, higher proportions of children are developmentally vulnerable in the most socio-economically disadvantaged communities and in very remote areas of Australia (Centre for Community Child Health and Telethon Institute for Children Health Research 2009).

Higher proportions of Indigenous children are also developmentally vulnerable. Nationally in 2009, the greatest difference between Indigenous and non-Indigenous children was for the domain of language and cognitive skills (school-based), with the proportion of ‘at risk’ or ‘vulnerable’ Indigenous five year old children 2.4 times the proportion of non-Indigenous five year olds (table NEA.C.1). The difference between the proportions of Indigenous and non-Indigenous children ‘at risk’ or ‘vulnerable’ increased with remoteness (table NEA.C.2).

In April 2011, the ABS produced *Experimental Estimates of Preschool Education, Australia, 2010* (Cat. No. 4240.0), the first release from the National Early Childhood Education and Care Data Collection (ABS 2011a). This collection is facilitated through the National Information Agreement on Early Childhood Education and Care (NIA ECEC), which was signed by all jurisdictions in 2009 (MCEECDYA 2009). A key outcome of the NIA ECEC is the ongoing development of a national early childhood education and care data collection to support monitoring and reporting arrangements to COAG on early childhood education, including the Closing the Gap objective for Indigenous children in remote communities.

In the first, transitional, collection, unique counts of children enrolled in preschool<sup>3</sup> were only available for Tasmania, the NT and the ACT (with only Tasmania and the ACT able to provide counts of children attending preschool). Although robust data on *counts* of children enrolled and/or attending preschool are limited, data on *episodes* of enrolment and/or attendance in preschool programs are available for all states and territories.

Data on preschool education are also available in the children’s services chapter in the 2011 *Report on Government Services* (SCRGSP 2011) and the early childhood education chapter in the 2011 *Overcoming Indigenous Disadvantage* report (SCRGSP forthcoming).

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<sup>2</sup> In 2009, the AEDI was completed nationwide, with a follow-up data collection in some small areas in 2010. Data in the national report are taken from the 2009 AEDI data collection. AEDI results are also reported at the community level. Community Profiles are available online at [www.aedi.org.au](http://www.aedi.org.au).

<sup>3</sup> See glossary for a definition of preschool.

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## 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, parental educational attainment and support for the child) and the proximity of the school to other educational facilities.

Data from the Programme for International Student Assessment (PISA), an internationally standardised assessment jointly developed by participating economies and administered to 15 year olds in schools across 74 countries, have shown that socioeconomic background and performance are closely related (OECD 2009).

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, Kuczera and Pont 2007).

Hattie (1999, 2003) identified 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 of variance are teachers who account for about 30 per cent, schools (including principals) at around 5 to 10 per cent and peer effects at around 5 to 10 per cent.

## Schools

At the beginning of August 2010, there were 9468 schools in Australia (6357 primary schools, 1409 secondary schools, 1286 combined schools and 416 special schools<sup>4</sup>). The majority of schools (71.2 per cent) were government owned and managed (table 2).

Settlement patterns (population dispersion), the age distribution of the population and educational policy influence the distribution of schools by size and level in different jurisdictions.

An indication of a large school is a primary school enrolling over 300 students, or a secondary school enrolling over 600 students. Nationally in 2010, 37.3 per cent of primary schools enrolled over 300 students, and 63.0 per cent of secondary schools enrolled over 600 students (table 2). A breakdown by jurisdiction of primary and

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<sup>4</sup> 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.

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secondary schools by size for government, non-government and all schools is available in *Schools Australia, 2010* (ABS 2011b).

Evidence on the effect of school size on student outcomes is unclear. A study by Lamb (2007) found that for Melbourne government schools, with other things held equal, larger schools provided achievement gains in student Victorian Certificate of Education (VCE) results, and that school achievement based on year 5 Achievement Improvement Monitor (AIM) test results tended to rise as school size increases (Teese, Lamb and Duru-Bellat 2007). In 2010, the ACT Department of Education and Training conducted a review of student performance and how it related to school size (Watterson 2010). The review examined 2008 and 2009 National Assessment Program — Literacy and Numeracy (NAPLAN) tests results and found that year 3 and year 5 students in medium and large primary schools performed significantly better than those in small schools. However, the review also found that the average Index of Community Socio-Educational Advantage (ICSEA) score for small schools was lower than that for medium and large schools. Therefore, it is not clear whether school size or ICSEA (or both) influenced the results. A review of the literature in a report for the Queensland Department of Education and Training in 2008 (EIDOS 2008) reported that one significant finding on the impact of school size was the concept of ‘density of advantage/disadvantage’, whereby where the critical mass is positive, that is there is a significant number of high achieving and engaged students, then the school size impacts positively on the student outcomes (and vice versa).

**Table 2 Summary of school characteristics, August 2010**

	<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	1 630	1 153	920	509	414	136	55	62	4 879
Secondary	370	248	179	99	71	36	17	14	1 034
Combined <sup>a</sup>	66	71	90	93	75	25	7	71	498
Special schools <sup>b</sup>	110	76	46	67	19	5	4	5	332
<b>Total</b>	<b>2 176</b>	<b>1 548</b>	<b>1 235</b>	<b>768</b>	<b>579</b>	<b>202</b>	<b>83</b>	<b>152</b>	<b>6 743</b>
Non-government schools (no.)									
Primary	499	427	230	150	106	29	26	11	1 478
Secondary	151	101	73	11	19	6	5	9	375
Combined <sup>a</sup>	231	154	150	127	68	30	12	16	788
Special schools <sup>b</sup>	35	21	14	9	3	1	1	–	84
<b>Total</b>	<b>916</b>	<b>703</b>	<b>467</b>	<b>297</b>	<b>196</b>	<b>66</b>	<b>44</b>	<b>36</b>	<b>2 725</b>
All schools (no.)									
Primary	2 129	1 580	1 150	659	520	165	81	73	6 357
Secondary	521	349	252	110	90	42	22	23	1 409
Combined <sup>a</sup>	297	225	240	220	143	55	19	87	1 286
Special schools <sup>b</sup>	145	97	60	76	22	6	5	5	416
<b>Total</b>	<b>3 092</b>	<b>2 251</b>	<b>1 702</b>	<b>1 065</b>	<b>775</b>	<b>268</b>	<b>127</b>	<b>188</b>	<b>9 468</b>
Proportion of schools that are government schools (%)									
Primary	76.6	73.0	80.0	77.2	79.6	82.4	67.9	84.9	76.8
Secondary	71.0	71.1	71.0	90.0	78.9	85.7	77.3	60.9	73.4
Combined <sup>a</sup>	22.2	31.6	37.5	42.3	52.4	45.5	36.8	81.6	38.7
Special schools <sup>b</sup>	75.9	78.4	76.7	88.2	86.4	83.3	80.0	100.0	79.8
<b>All schools</b>	<b>70.4</b>	<b>68.8</b>	<b>72.6</b>	<b>72.1</b>	<b>74.7</b>	<b>75.4</b>	<b>65.4</b>	<b>80.9</b>	<b>71.2</b>
Proportion of primary schools (%)									
Government	74.9	74.5	74.5	66.3	71.5	67.3	66.3	40.8	72.4
Non-government	54.5	60.7	49.3	50.5	54.1	43.9	59.1	30.6	54.2
<b>All schools</b>	<b>68.9</b>	<b>70.2</b>	<b>67.6</b>	<b>61.9</b>	<b>67.1</b>	<b>61.6</b>	<b>63.8</b>	<b>38.8</b>	<b>67.1</b>
Proportion of primary schools enrolling over 300 students (%) <sup>c</sup>									
Government	37.9	35.2	42.5	45.6	27.8	25.0	52.7	22.6	37.7
Non-government	37.7	30.0	50.4	30.0	35.8	17.2	50.0	18.2	36.2
<b>All schools</b>	<b>37.9</b>	<b>33.8</b>	<b>44.1</b>	<b>42.0</b>	<b>29.4</b>	<b>23.6</b>	<b>51.9</b>	<b>21.9</b>	<b>37.3</b>
Proportion of secondary schools enrolling over 600 students (%) <sup>c</sup>									
Government	70.8	62.1	67.0	48.5	62.0	44.4	76.5	42.9	64.1
Non-government	65.6	69.3	45.2	36.4	47.4	66.7	100.0	11.1	60.0
<b>All schools</b>	<b>69.3</b>	<b>64.2</b>	<b>60.7</b>	<b>47.3</b>	<b>58.9</b>	<b>47.6</b>	<b>81.8</b>	<b>30.4</b>	<b>63.0</b>

<sup>a</sup> Combined primary and secondary schools. <sup>b</sup> 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. <sup>c</sup> Excludes special schools.

– Nil or rounded to zero.

Source: ABS (2011 and unpublished) *Schools Australia 2010*, Cat. no. 4221.0, data cubes NSSC T31a, T33a and T35a.

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## 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.

Data for the NEA outputs for the current reporting year (2010) have been provided where available. At the request of the CRC, historical data have only been provided where data are new or have been amended since the previous report.

### *Number of students enrolled in school*

Full-time equivalent (FTE) student enrolments in primary and secondary schools for 2009 (revised data) and 2010 are in table 3. Student enrolments include enrolled students studying Vocational Education and Training (VET) in schools.

Comparability across 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 2011b). In addition, the ACT is affected significantly by cross border use of services, in particular by NSW students attending ACT schools (ACT personal communication).

**Table 3 Full-Time Equivalent student enrolments by level of education, 2009 and 2010 ('000)<sup>a, b</sup>**

	<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 at level of education, 2009 <sup>c</sup>									
Primary schools	618.8	458.8	439.7	216.8	156.2	44.2	31.3	23.2	1 989.0
Secondary schools	493.4	387.2	280.7	139.7	100.6	37.9	28.6	15.4	1 483.4
<b>All schools</b>	<b>1 112.2</b>	<b>845.9</b>	<b>720.4</b>	<b>356.5</b>	<b>256.8</b>	<b>82.1</b>	<b>59.9</b>	<b>38.6</b>	<b>3 472.4</b>
Total FTE student enrolments at level of education, 2010									
Primary schools	621.3	461.7	444.0	229.9	156.2	43.9	31.6	23.6	2 012.2
Secondary schools	499.1	389.1	283.4	129.2	101.8	38.1	28.8	15.7	1 485.4
<b>All schools</b>	<b>1 120.4</b>	<b>850.9</b>	<b>727.4</b>	<b>359.1</b>	<b>258.0</b>	<b>82.1</b>	<b>60.4</b>	<b>39.4</b>	<b>3 497.6</b>

<sup>a</sup> Includes students enrolled in special schools. Ungraded students are allocated to either primary or secondary school, depending on their age. <sup>b</sup> Results of calculations may vary from the table due to rounding differences. <sup>c</sup> Data have been amended for Victoria since the previous report. This affects Victoria and Australia figures.

Source: ABS (2011, 2010 and unpublished) *Schools, Australia, 2010* and *Schools, Australia, 2009*, Cat. no. 4221.0, data cubes T43a and T35a.

### *Number of students enrolled in school by school sector*

FTE student enrolments in government and non-government schools for 2010 (including revised data for 2009 for non-government schools) are in table 4.



**Table 4 Number and proportion of FTE students who were enrolled in government and non-government schools, by level of education, 2009 and 2010<sup>a, b</sup>**

	<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 non-government schools ('000), 2009 <sup>c</sup>									
Primary schools	188.0	146.4	128.3	64.6	52.1	11.2	12.5	5.1	608.1
Secondary schools	187.5	160.8	105.3	58.0	39.1	12.2	13.1	5.0	581.0
<b>All schools</b>	<b>375.5</b>	<b>307.3</b>	<b>233.6</b>	<b>122.6</b>	<b>91.2</b>	<b>23.4</b>	<b>25.5</b>	<b>10.0</b>	<b>1 189.1</b>
Number of FTE students enrolled in government schools ('000), 2010									
Primary schools	432.1	312.6	312.4	160.1	103.5	32.5	18.9	18.5	1 390.5
Secondary schools	310.1	226.6	175.6	74.4	62.3	26.0	15.6	10.6	901.3
<b>All schools</b>	<b>742.1</b>	<b>539.2</b>	<b>488.1</b>	<b>234.4</b>	<b>165.9</b>	<b>58.5</b>	<b>34.5</b>	<b>29.1</b>	<b>2 291.8</b>
Number of FTE students enrolled in non-government schools ('000), 2010									
Primary schools	189.3	149.1	131.5	69.9	52.7	11.4	12.7	5.1	621.7
Secondary schools	189.0	162.5	107.8	54.9	39.5	12.1	13.2	5.1	584.1
<b>All schools</b>	<b>378.3</b>	<b>311.6</b>	<b>239.3</b>	<b>124.7</b>	<b>92.1</b>	<b>23.5</b>	<b>25.9</b>	<b>10.3</b>	<b>1 205.8</b>
Proportion of FTE students who were enrolled in government schools (per cent), 2010									
Primary schools	69.5	67.7	70.4	69.6	66.3	74.0	59.9	78.2	69.1
Secondary schools	62.1	58.2	62.0	57.5	61.2	68.2	54.1	67.5	60.7
<b>All schools</b>	<b>66.2</b>	<b>63.4</b>	<b>67.1</b>	<b>65.3</b>	<b>64.3</b>	<b>71.3</b>	<b>57.1</b>	<b>74.0</b>	<b>65.5</b>

<sup>a</sup> Includes students enrolled in special schools. Ungraded students are allocated to either primary or secondary school, depending on their age. <sup>b</sup> Results of calculations may vary from the table due to rounding differences. <sup>c</sup> Data have been amended for students attending non-government schools in Victoria in 2009 since the previous report. This affects figures for Victoria and Australia.

Source: ABS (2011, 2010 and unpublished) *Schools Australia, 2010* and *Schools Australia, 2009*, Cat. no. 4221.0, data cube NSSC Table 43a.

### *Number of students enrolled in VET in schools*

A student is counted as undertaking VET if completion of a unit of study undertaken as part of a senior secondary certificate provides credit towards a recognised VET credential within the Australian Qualifications Framework (AQF) (NCVER 2010).

The most recent data on the number of students enrolled in VET in schools is for the 2009 school year (table 5).

**Table 5 Total VET in schools students, 2009 ('000)<sup>a</sup>**

	<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	55.1	44.4	86.1	23.4	11.9	2.2	4.1	2.3	229.5

<sup>a</sup> Data in this table may not be comparable to data for previous years due to compilation issues.

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

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### *Special needs groups*

The NEA explicitly identifies students from low SES schools and Indigenous students as outputs. Other groups of students in school education have also been identified as having special needs, including:

- students from language backgrounds other than English (LBOTE)
- students with disabilities
- geographically remote students (see SCRGSP [2011] chapter 4).

This section also provides contextual information on the proportions of Indigenous students, LBOTE students, students with disabilities and students who are geographically remote in each jurisdiction. Care needs to be taken in interpreting this information, as definitions of special needs students may differ across states and territories.

Data currently are not available on *students* from low SES backgrounds. The Australian Curriculum, Assessment and Reporting Authority (ACARA) has developed the ICSEA — a measure of educational advantage, by which NAPLAN data can be compared across *schools* that serve students with similar backgrounds (ACARA 2011).

### *Indigenous students*

The most recent data on the number of Indigenous students enrolled in school is for the 2010 school year (table 6).

**Table 6 Number and proportion of Indigenous students enrolled in school, by school sector, 2010<sup>a, b</sup>**

	<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 ('000)									
Government schools	42.9	8.6	40.9	19.2	8.4	4.8	1.1	13.1	139.0
Non-government schools	6.6	1.2	7.3	3.6	1.1	0.8	0.3	3.0	23.9
<b>All schools</b>	<b>49.5</b>	<b>9.9</b>	<b>48.2</b>	<b>22.8</b>	<b>9.5</b>	<b>5.6</b>	<b>1.4</b>	<b>16.0</b>	<b>162.8</b>
Proportion of Indigenous students enrolled in school (per cent)									
Government schools	5.8	1.6	8.3	8.1	5.0	8.0	3.1	44.9	6.0
Non-government schools	1.7	0.4	3.1	2.9	1.2	3.4	1.1	28.8	2.0
<b>All schools</b>	<b>4.4</b>	<b>1.2</b>	<b>6.6</b>	<b>6.3</b>	<b>3.6</b>	<b>6.7</b>	<b>2.2</b>	<b>40.7</b>	<b>4.6</b>

<sup>a</sup> Proportions are derived by comparing absolute numbers of Indigenous and all full time students.

<sup>b</sup> 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 (2011 and unpublished) *Schools Australia, 2010*, Cat. no. 4221.0, data cube T42b.

### *LBOTE students*

The most recent available data on LBOTE students are from the 2006 Census of Population and Housing (Census) and were included in the baseline NEA report. The next available data will be from the 2011 Census and are anticipated to be available for the 2013 report.

### *Students with disabilities*

Students with disabilities are educated in both mainstream and special schools. Students with disabilities are those students who satisfy the criteria for enrolment in special education services or programs provided in the State or Territory in which they are enrolled. These criteria vary across jurisdictions. Data for students with disabilities are sourced from unpublished data provided by the Department of Education, Employment and Workplace Relations (DEEWR).

The most recent available data for students with disability are for the 2009 school year (table 7).

**Table 7      Funded students with disabilities as a proportion of all students, 2009 (per cent)<sup>a</sup>**

	<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	5.8	5.9	4.7	3.6	9.3	5.4	5.1	14.9	5.7
Non-government schools	3.6	2.9	2.2	2.2	3.2	2.0	1.7	3.2	2.9
<b>All schools</b>	<b>5.1</b>	<b>4.8</b>	<b>3.9</b>	<b>3.1</b>	<b>7.1</b>	<b>4.4</b>	<b>3.7</b>	<b>11.8</b>	<b>4.8</b>

<sup>a</sup> 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 (2010) *Schools Australia, 2009*, 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.<sup>5</sup>

The most recent available data for students by geolocation is for the 2009 school year (table 8).

<sup>5</sup> 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 8 Students attending schools in remote and very remote areas as a proportion of all students, 2009 (per cent)<sup>a, b, c</sup>**

	<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	2.1	5.8	3.8	1.0	..	17.9	1.8
Non-government schools	0.2	–	0.7	2.0	1.2	0.5	..	29.6	0.8
<b>All schools</b>	<b>0.4</b>	<b>0.1</b>	<b>1.7</b>	<b>4.5</b>	<b>2.9</b>	<b>0.9</b>	<b>..</b>	<b>20.9</b>	<b>1.4</b>
Very remote areas									
Government schools	0.1	..	1.7	3.2	1.1	0.5	..	28.3	1.2
Non-government schools	–	..	0.3	1.2	0.1	–	..	11.4	0.3
<b>All schools</b>	<b>0.1</b>	<b>..</b>	<b>1.2</b>	<b>2.5</b>	<b>0.8</b>	<b>0.4</b>	<b>..</b>	<b>23.9</b>	<b>0.9</b>

<sup>a</sup> Proportions are based on school sector (for example, students in government schools in remote areas as a proportion of all government school students). <sup>b</sup> Victoria has no very remote areas. The ACT has no remote or very remote areas. <sup>c</sup> The MCEECDYA 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).

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## Performance targets

The CRC has requested the Steering Committee to report against the performance targets identified in the NAs. The performance targets as stated 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’, and agreed to two related measures:.

- 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’ (described as target (a.1) in this report)
- 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’ (described as target (a.2) in this report).

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

Key amendments from second cycle:	No amendments
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"><li>• <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 (includes Certificate I/II nfd; excludes Certificate nfd)</li><li>• <i>denominator</i> — number of 20 to 24 year olds in the population and is expressed as a <i>percentage</i></li></ul> <p>Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level II and are therefore excluded from the numerator</p> <p>People whose level of study cannot be determined are assumed to have attained below Certificate II and are therefore excluded from the numerator</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 — 2010
Baseline:	2008
Cross tabulations provided:	State and Territory

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**Box 2      Results**

For this report, new data for this target are available for 2010.

- Data by State and Territory are presented in table NEA.7.1.

Results for 2009 and 2008 are available in the 2009 NEA performance report.

*Attachment table*

<b>Table NEA.7.1</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2010
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**Box 3      Comment on data quality**

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

Key amendments from second cycle:	Amendment to inclusions/exclusion for numerator component of measure (for the second cycle this stated: 'including Cert I/II nfd). The removal of the reference to Cert I/II nfd does not impact on the data provision as it was correctly provided for the historical data
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"><li>• <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 (excludes Certificate nfd)</li><li>• <i>denominator</i> — number of 20 to 24 year olds in the population and is expressed as a <i>percentage</i></li></ul> <p>Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator</p> <p>People whose level of study cannot be determined are assumed to have attained below Certificate III and are therefore excluded from the numerator</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 — 2010
Baseline:	2008
Cross tabulations provided:	State and Territory

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**Box 4      Results**

For this report, new data for this target are available for 2010.

- Data by State and Territory are presented in table NEA.a.2.1.

Results for 2009 and 2008 are available in the 2009 NEA performance report.

*Attachment table*

<b>Table NEA.a.2.1</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate III or above, 2010
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### **Box 5      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 20–24 year old population who have completed year 12 or equivalent or AQF Certificate III or above.
- Data are available by State and Territory.
- Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. These differences should have only a minor effect on national comparisons over time.
- The current exclusion of Indigenous communities in very remote areas has only a minor impact on estimates by State and Territory, except for the Northern Territory, where such persons account for around 15 per cent of the population.
- 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 reinstatement of the full sample for the SEW in 2010 generally resulted in lower Relative Standard Errors (RSEs) in the 2010 data compared with the 2009 data.
- The SEW is conducted annually, with the most recent data available for 2010.
- 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 size of the RSEs affects the ability to identify small year to year movements in this indicator. Although the full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs for the 2010 data compared with the 2009 data, the decreases in RSEs were generally small and varied by jurisdiction.
- The Steering Committee understands that the ABS is investigating 'pooling' multiple surveys to increase the ability to detect significant movements in estimates over time. However, this still may not provide a large enough sample for the required level of accuracy.
- The Steering Committee considers that further investigation of administrative data on completions of year 12 or equivalent certificate and AQF Certificate level III or above is required for reporting against this target.

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## Performance target (b) — Halve the gap for Indigenous students in reading, writing and numeracy within a decade

Key amendments from second cycle:	<p>The CRC have advised that:</p> <ul style="list-style-type: none"> <li>• they do not require Indigenous status cross tabulated with geolocation. This cross tabulation has therefore been removed from this cycle of reporting onwards.</li> <li>• they do not require confidence intervals.</li> </ul>
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 standard 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"> <li>• proportion of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7 and 9, by Indigenous status</li> </ul> <p>[Note: NAPLAN reports the percentage of students who achieved at or above the national minimum standard. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) were agreed by states, territories and the Commonwealth and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose]</p>
Related performance indicator/s:	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
Data source:	MCEECDYA <u>National Assessment Program — Literacy and Numeracy</u> (NAPLAN). Data are available annually
Data provider:	ACARA
Data availability:	NAPLAN — 2010
Baseline:	2008
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"> <li>• Indigenous status</li> </ul>

## Box 6      **Results**

For this report, new data for this target are available for 2010.

- Data by State and Territory, by Indigenous status for years 3, 5, 7 and 9 are presented in tables NEA.5.26–5.37.

Results for 2009 and 2008 are available in the 2009 NEA performance report.

Apparent differences may not be statistically significant and relevant confidence intervals may be requested directly from the data provider. Different confidence intervals are required depending on the type of analysis. Confidence intervals for comparing data *within* years across jurisdictions are different from confidence intervals for comparing data *across* years within and across jurisdictions.

### *Attachment tables*

<b>Table NEA.5.26</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.27</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.28</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.29</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.30</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.31</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.32</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.33</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.34</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)

<b>Table NEA.5.35</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.36</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.37</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)

**Box 7      Comment on data quality**

Details are included in the comment on data quality for NEA Indicator 5.

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

Key amendments from second cycle:	No amendments
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 20 to 24 year olds having attained at least a year 12 or equivalent or AQF Certificate Level II, by Indigenous status</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <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 (includes Certificate I/II nfd), by Indigenous status</li><li>• <i>denominator</i> — number of 20 to 24 year olds in the population, by Indigenous status</li></ul> <p>and is expressed as a <i>percentage</i></p> <p>People whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level II and are therefore excluded from the numerator</p> <p>People whose level of study cannot be determined are assumed to have attained below Certificate II and are therefore excluded from the numerator</p> <p>Excludes people whose educational attainment is not stated (only applicable to Census data)</p>
Related performance indicator/s:	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
Data source:	<p>(Main) <i>Numerator and denominator</i> — <u>Census of Population and Housing</u> (Census). Main data collection. Data are collected every five years</p> <p>(Supplementary Indigenous) <u>National Aboriginal and Torres Strait Islander Social Survey (NATSISS)</u> and the <u>National Aboriginal and Torres Strait Islander Health Survey (NATSIHS)</u>. Data are collected on an alternating three-yearly cycle</p> <p>(Supplementary non-Indigenous) <u>Survey of Education and Work (SEW)</u>. Data are available annually</p>

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Data provider: ABS

Data availability: No new data available for this reporting cycle

Baseline: 2006

Cross tabulations  
provided: Nil

**Box 8      Comment on data quality**

No new data were available for this report. Data from the 2006 Census were included in the baseline 2008 NEA performance report. Data from the 2011 Census are anticipated to be available for the 2012 NEA performance report.



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## Performance indicators

This report includes all ‘performance indicators’ from the NEA (table 9). The NEA states that, reflecting all Australian Governments’ shared commitment to tackling social exclusion, wherever possible, performance indicators should be disaggregated by Indigenous status and SES [NEA para. 27]. In this report, indicators are disaggregated by Indigenous status and SES where possible.

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 10).

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

**Table 9      Performance indicators in the National Education Agreement<sup>a</sup>**

<i>Performance indicator</i>	<i>Page no. in this report</i>
1. The proportion of children (1) enrolled in and (2) attending school.	42
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.	50
4. Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing.	53
5. Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing.	57
6. The proportion of students in the bottom and top levels of performance in international testing (for example, Programme for International Student Assessment [PISA], Trends in International Mathematics and Science Study [TIMSS]).	63
7. The proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II.	67
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.	70
9. The proportion of young people participating in post-school education or training six months after school.	73
10. The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III.	76

<sup>a</sup> The wording of the performance indicators presented in this table refer to performance indicators in the NEA (COAG 2009d), incorporating the CRC recommended changes endorsed by COAG in relation to the wording of indicators 7 and 8. This does not necessarily reflect the measures used to report against the indicators.

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**Table 10      Related performance indicators in the National Indigenous Reform Agreement<sup>a</sup>**

<i>Performance indicator</i>	<i>Page no. in this report</i>
11. Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9	79
12. Rates of participation in NAPLAN reading, writing, & numeracy tests - years 3, 5, 7, 9	82
13. Apparent retention rates from year 7-8 (i) to year 10; (ii) to year 12.	85
14. Attendance rates, Year 1 to Year 10	88
15. The proportion of Indigenous 18–24 year olds engaged in full time employment, education or training at or above Certificate III	90

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<sup>a</sup> The performance indicators are presented in this table using the direct wording from the NIRA (COAG 2011b). This does not necessarily reflect the measures used to report against the indicators.

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

Key amendments from second cycle:	Revised 2009 data have been provided for measure 1(a) due to data amendments for the 2009 NSSC data
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"><li>• <i>numerator</i> – total number of children aged 6–15 years and enrolled in school (full time and part time enrolments)</li><li>• <i>denominator</i> – total population of children aged 6–15 years and is expressed as a <i>percentage</i></li></ul>
Measure 1(b):	<p>Attendance rates for students enrolled in years 1 to 10</p> <p>The measure is defined as follows:</p> <ul style="list-style-type: none"><li>• <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)</li><li>• <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)</li></ul> <p>and is expressed as a <i>rate</i></p>
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>

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Data provider:	Measure 1(a): <i>Numerator and denominator</i> — ABS Measure 1(b): <i>Numerator and denominator</i> — ACARA
Data availability:	Measure 1(a): 2009 (revised) and 2010 Measure 1(b): No new data available
Cross tabulations provided:	Measure 1(a): State and Territory • Measure 1(b): Not applicable

### Box 9      **Results (measure 1a)**

For this report, new data for this indicator are available for 2010.

- Data by State and Territory are presented in table NEA.1.1.

Data for 2009 included in the 2009 NEA performance report have been revised.

- Data by State and Territory are presented in table NEA.1.2.

Data for 2008 are available in the baseline 2008 NEA performance report.

### *Attachment tables (measure 1a)*

<b>Table NEA.1.1</b>	Proportion of children aged 6–15 years enrolled in school, 2010
<b>Table NEA.1.2</b>	Proportion of children aged 6–15 years enrolled in school, 2009

### Box 10 **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 2010.
- The data are of acceptable accuracy.
- There are some differences between the numerator and denominator. Enrolments data (the numerator) are administratively based and may include students who cross jurisdictional boundaries to attend school. Population data (the denominator) are estimated and are based on usual residents within a defined State or Territory boundary.
- 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 an underestimate in other jurisdictions.
- ABS data from the NSSC for reporting student enrolments (measure 1a) are not comparable with MCEECDYA data from the NSAC for reporting student attendance (measure 1b).

### Box 11 **Results (measure 1b)**

No new data were available for this report. Data for 2009, 2008 and 2007 are available in the 2009 NEA performance report.

**[See addendum for late data provided by ACARA at 6pm Wednesday 29 June.]**

#### *Attachment tables (measure 1b)*

<b>Table NEA.1.3</b>	Student attendance rates, government schools, by sex, 2010 (per cent) <b>(no data provided)</b>
<b>Table NEA.1.4</b>	Student attendance rates, independent schools, by sex, 2010 (per cent)

	(no data provided)
<b>Table NEA.1.5</b>	Student attendance rates, Catholic schools, by sex, 2010 (per cent) <b>(no data provided)</b>

**Box 12      Comment on data quality (measure 1b)**

No new data were available for this report. The Steering Committee is disappointed that timely reporting of the annual student attendance data was not achieved for this report following the improved timeliness achieved for the previous report. Further work is required to ensure that ACARA provide current year data for future reports.

**[See addendum for late data provided by ACARA at 6pm Wednesday 29 June.]**

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

Key amendments from second cycle:	<p>Revised 2009 data have been provided for measure 2(a) due to data amendments for the 2009 NSSC data</p> <p>Revised 2008 and 2009 data have been provided for measure 2(b) due to:</p> <ul style="list-style-type: none"><li>• data entry errors by the data provider for the attendance data for students attending Catholic schools in the NT (2009)</li><li>• data entry errors by the data provider for the attendance data for students attending Government schools in Victoria (2008).</li></ul>
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 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"><li>• <i>numerator</i> — total number of children aged 6–15 years and enrolled in school (full time and part time enrolments), by Indigenous status</li><li>• <i>denominator</i> — total population of children aged 6–15 years, by Indigenous status</li></ul> <p>and is expressed as a <i>percentage</i></p>
Measure 2(b):	<p>Attendance rates for students 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"><li>• <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</li><li>• <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</li></ul> <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>
Data source 2(b):	<p>Data are available annually</p> <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 2(a): <i>Numerator and denominator</i> — ABS</p> <p>Measure 2(b): <i>Numerator and denominator</i> — ACARA</p>
Data availability:	<p>Measure 2(a): 2009 (revised) and 2010</p> <p>Measure 2(b): [No new data available for 2010] 2008 (revised), 2009 (revised)</p>
Cross tabulations provided:	<p>Measure 2(a): State and Territory</p> <p>Measure 2(b): [revised data] State and Territory by school sector by year level, by:</p> <ul style="list-style-type: none"> <li>• Indigenous status</li> </ul>

### Box 13 Results (measure 2a)

For this report, new data for this indicator are available for 2010.

- Data by State and Territory, by Indigenous status are presented in table NEA.2.1.

Data for 2009 included in the 2009 NEA performance report have been revised.

- Data by State and Territory, by Indigenous status are presented in table NEA.2.2.

Data for 2008 are available in the 2009 NEA performance report.

### Attachment tables (measure 2a)

<b>Table NEA.2.1</b>	Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2010
<b>Table NEA.2.2</b>	Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2009

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#### **Box 14      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 proportion of children aged 6–15 years enrolled in school, by Indigenous status. Data are not available by socioeconomic status (SES).
- Annual data are available, with the most recent available data for 2010.
- There is some variability in the reporting of Indigenous status in enrolments data, particularly in relation to 'not stated' responses. This may result in some under reporting of Indigenous status. However, 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 between the numerator and denominator. Enrolments data (the numerator) are administratively based and may include students who cross jurisdictional boundaries to attend school. Indigenous population data (the denominator) are estimates of usual residents within a defined State or Territory boundary, based on assumptions regarding population changes for Indigenous people.
- 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 each jurisdiction) and denominator (resident population for each jurisdiction) may result in an overestimate of enrolment rates for some jurisdictions (in particular, the ACT) and an underestimate in other jurisdictions.
- The potential under reporting of Indigenous status in enrolments data may result in under reporting of Indigenous status for this measure. The Steering Committee notes that the ABS is investigating the quality of Indigenous status in school enrolments, one of the data quality tasks identified in schedule F of the NIRA (COAG 2011b).
- 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 moving to a unit based collection for the NSSC which may enable collection of data by SES.
- ABS data from the NSSC for reporting student enrolments (measure 2a) are not comparable with MCEECDYA data from the NSAC for reporting student attendance (measure 2b).

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### Box 15      **Results (measure 2b)**

No new data were available for this report. [*See addendum for late data provided by ACARA at 6pm Wednesday 29 June.*]

Some data for 2009 and 2008 included in the 2009 NEA performance report have been revised.

- Data by State and Territory, by Indigenous status for Catholic schools in 2009
- Data by State and Territory, by Indigenous status for government schools in 2008

Other data for 2009 and 2008, and data for 2007, are available in the 2009 NEA performance report.

### *Attachment tables (measure 2b)*

<b>Table NEA.2.3</b>	Student attendance rates, government schools, by Indigenous status, 2010 (per cent) <b>(no data provided)</b>
<b>Table NEA.2.4</b>	Student attendance rates, independent schools, by Indigenous status, 2010 (per cent) <b>(no data provided)</b>
<b>Table NEA.2.5</b>	Student attendance rates, Catholic schools, by Indigenous status, 2010 (per cent) <b>(no data provided)</b>
<b>Table NEA.2.6</b>	Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent)
<b>Table NEA.2.7</b>	Student attendance rates, government schools, by Indigenous status, 2008 (per cent)

### Box 16      **Comment on data quality (measure 2b)**

No new data were available for this report. The Steering Committee is disappointed that timely reporting of the annual student attendance data was not achieved for this report following the improved timeliness achieved for the previous report. Further work is required to ensure that ACARA provide current year data for future reports.

[*See addendum for late data provided by ACARA at 6pm Wednesday 29 June.*]

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

Key amendments from second cycle:	<p>The CRC requested that data from the NATSISS/NATSIHS be included to provide supplementary data by Indigenous status</p> <p>The Secretariat has removed the supplementary measure (year 10 ARR) for this indicator</p>
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
Measure:	<p>Proportion of the population aged 17 to 19 years whose highest year of schooling is year 10 or above, by Indigenous status</p> <p>The measure is defined as follows:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> – people aged 17 to 19 years who have completed year 10 or above, by Indigenous status</li><li>• <i>denominator</i> – total population of people aged 17 to 19 years, by Indigenous status</li></ul> <p>and is expressed as a <i>percentage</i></p> <p>This measure is based on those people who self-identify their highest year of schooling as year 10 or above</p>
Data sources:	<p><i>(Main) Numerator and denominator</i> — ABS <u>Census of Population and Housing</u> (Census). Data are available 5-yearly</p> <p><i>(Supplementary) Numerator and denominator</i> — (Indigenous) ABS <u>National Aboriginal and Torres Strait Islander Social Survey</u> (NATSISS) and <u>National Aboriginal and Torres Strait Islander Health Survey</u> (NATSIHS). Data are available on a rotating 3-yearly cycle. (Non-Indigenous) ABS <u>Survey of Education and Work</u> (SEW). Data are available annually</p>
Data provider:	ABS
Data availability:	<p><i>Main</i> — Not applicable [2006 data provided for baseline report – next data collection is 2011]</p> <p><i>Supplementary</i> — 2008 NATSISS and 2008 SEW</p>
Cross tabulations provided:	<p><i>Main</i> — Not applicable</p> <p><i>Supplementary</i> — State and Territory by Indigenous status</p>

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**Box 17      Results**

For this report, new data for this indicator are available for 2008.

- Data by State and Territory, by Indigenous status are presented in table NEA.3.1.

This is the first time this indicator has been reported against using data from the NATSISS and SEW.

*Attachment tables*

<b>Table NEA.3.1</b>	Proportion of persons aged 17–19 years who have completed year 10, by Indigenous status, 2008
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### **Box 18      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 persons aged 17–19 years who have completed Year 10 or above, by Indigenous status.
- The most recent available data are for 2008. Data for Indigenous people were sourced from the National Aboriginal and Torres Strait Islander Social Survey (NATSISS). The non-Indigenous comparator was sourced from the Survey of Education and Work (SEW).
- In 2008, the SEW did not include people living in very remote areas which affected the comparability of the NT results.
- 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 issues:

- Data from the 2008 NATSISS and SEW survey should not be compared with data from the 2006 Census.
- The Census is the main data source, with data only available every five years. Data from the 2011 Census are anticipated to be available for the 2012 NEA performance report.
- Sample surveys provide supplementary data, with data available every three years. The second set of survey estimates for Indigenous people will be sourced from the 2011 NATSIHS, anticipated to be available for the 2012 NEA performance report.
- The sizes of the RSEs for sample survey data mean that these data may not be adequate for measuring change over time. Small year to year movements may be difficult to detect if the sizes of the RSEs are large compared to the size of the difference between estimates.

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

Key amendments from second cycle:	<p>The CRC has advised that:</p> <ul style="list-style-type: none"><li>• they will not be reporting on the measure based on amalgamated achievement bands. This measure has been removed from the specifications</li><li>• they do not require confidence intervals.</li></ul>
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 two measures for this indicator:</p> <p>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>[Note: NAPLAN reports the percentage of students who achieved at or above the national minimum standard. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) were agreed by states, territories and the Commonwealth and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose]</p> <p>Measure 4(b): NAPLAN mean scale scores for students (for reading, writing and numeracy, in years 3, 5, 7 and 9)</p>
Data source:	MCEECDYA <u>National Assessment Program – Literacy and Numeracy</u> (NAPLAN). Data are available annually.
Data provider:	ACARA
Data availability:	2010
Cross tabulations provided:	<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"><li>• State and Territory, by geolocation</li></ul>

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## Box 19      **Results**

For this report, new data for this indicator are available for 2010.

- Data by State and Territory for measure 4a are presented in tables NEA.4.1–4.12
- Data by State and Territory for measure 4b are presented in tables NEA.4.13–4.24.

Apparent differences may not be statistically significant and relevant confidence intervals may be requested directly from the data provider. Different confidence intervals are required depending on the type of analysis. Confidence intervals for comparing data *within* years across jurisdictions are different from confidence intervals for comparing data *across* years within and across jurisdictions.

### *Attachment tables*

<b>Table NEA 4.1</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.2</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.3</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.4</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.5</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.6</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.7</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.8</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.9</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent)



<b>Table NEA 4.10</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.11</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.12</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.13</b>	NAPLAN Mean scale scores for reading, year 3 students, by State and Territory, by geolocation, 2010
<b>Table NEA 4.14</b>	NAPLAN Mean scale scores for writing, year 3 students, by State and Territory, by geolocation, 2010
<b>Table NEA 4.15</b>	NAPLAN Mean scale scores for numeracy, year 3 students, by State and Territory, by geolocation, 2010
<b>Table NEA 4.16</b>	NAPLAN Mean scale scores for reading, year 5 students, by State and Territory, by geolocation, 2010
<b>Table NEA 4.17</b>	NAPLAN Mean scale scores for writing, year 5 students, by State and Territory, by geolocation, 2010
<b>Table NEA 4.18</b>	NAPLAN Mean scale scores for numeracy, year 5 students, by State and Territory, by geolocation, 2010
<b>Table NEA 4.19</b>	NAPLAN Mean scale scores for reading, year 7 students, by State and Territory, by geolocation, 2010
<b>Table NEA 4.20</b>	NAPLAN Mean scale scores for writing, year 7 students, by State and Territory, by geolocation, 2010
<b>Table NEA 4.21</b>	NAPLAN Mean scale scores for numeracy, year 7 students, by State and Territory, by geolocation, 2010
<b>Table NEA 4.22</b>	NAPLAN Mean scale scores for reading, year 9 students, by State and Territory, by geolocation, 2010
<b>Table NEA 4.23</b>	NAPLAN Mean scale scores for writing, year 9 students, by State and Territory, by geolocation, 2010
<b>Table NEA 4.24</b>	NAPLAN Mean scale scores for numeracy, year 9 students, by State and Territory, by geolocation, 2010

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## **Box 20      Comment on data quality**

The DQS for this indicator has been prepared by ACARA 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 literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing for the learning domains of reading, writing and numeracy.
- Data are available by State and Territory.
- Students are classified in four ways: assessed, exempt, absent and withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard. Absent and withdrawn students are not assessed and are not counted as part of the cohort of assessed students. Data are available on the proportion of students who were exempt, absent and withdrawn.
- Data are sourced from NAPLAN (for assessed students) and from student enrolment records (for exempt, absent and withdrawn students)
- 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 the interpretation of results.
- Additional data from the data source are available on-line.

The Steering Committee also notes the following issues:

- Relevant confidence intervals should be considered when interpreting the data in this report. At the request of the CRC, confidence intervals have not been provided with this report, as different confidence intervals are relevant to different analyses. The CRC have advised that they may request the data collection agency to undertake significance testing on the NAPLAN data.

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

Key amendments from second cycle:	<p>The CRC has advised that they:</p> <ul style="list-style-type: none"> <li>• will not be reporting on the measure based on amalgamated achievement bands</li> <li>• will not be reporting on Indigenous status further disaggregated by geolocation (focus of the NIRA rather than the NEA)</li> <li>• do not require confidence intervals.</li> </ul>
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 two measures 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>[Note: NAPLAN reports the percentage of students who achieved at or above the national minimum standard. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) were agreed by states, territories and the Commonwealth and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose]</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>
Data source:	<u>MCEECDYA National Assessment Program – Literacy and Numeracy (NAPLAN)</u> . Data are available annually
Data provider:	ACARA
Data availability:	2010
Cross tabulations provided:	For each year level (3, 5, 7 and 9 — reported individually) by learning domain (reading, writing and numeracy — reported individually):

- State and Territory, by Indigenous status
- State and Territory, by parental education
- State and Territory, by parental occupation

## Box 21 Results

For this report, new data for this indicator are available for 2010.

- Data by State and Territory for measure 5a, by SES are presented in tables NEA.5.1–5.12
- Data by State and Territory for measure 5b, by SES are presented in tables NEA.5.13–5.24
- Data on the proportion of students from whom parental education and/or parental occupation is not stated is in table NEA.5.25
- Data by State and Territory for measure 5a, by Indigenous status are presented in tables NEA.5.26–5.37
- Data by State and Territory for measure 5b, by Indigenous status are presented in tables NEA.5.38–5.49

Data for 2009 and 2008 (national results only for parental education and parental occupation) are available in the 2009 NEA performance report.

Apparent differences may not be statistically significant and relevant confidence intervals may be requested directly from the data provider. Different confidence intervals are required depending on the type of analysis. Confidence intervals for comparing data *within* years across jurisdictions are different from confidence intervals for comparing data *across* years within and across jurisdictions.

## Attachment tables

<b>Table NEA.5.1</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.2</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.3</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.4</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (per cent)

<b>Table NEA.5.5</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.6</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.7</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.8</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.9</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.10</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.11</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.12</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.13</b>	NAPLAN Mean scale scores for reading, year 3 students, by State and Territory, by parental education and parental occupation, 2010
<b>Table NEA.5.14</b>	NAPLAN Mean scale scores for writing, year 3 students, by State and Territory, by parental education and parental occupation, 2010
<b>Table NEA.5.15</b>	NAPLAN Mean scale scores for numeracy, year 3 students, by State and Territory, by parental education and parental occupation, 2010
<b>Table NEA.5.16</b>	NAPLAN Mean scale scores for reading, year 5 students, by State and Territory, by parental education and parental occupation, 2010
<b>Table NEA.5.17</b>	NAPLAN Mean scale scores for writing, year 5 students, by State and Territory, by parental education and parental occupation, 2010
<b>Table NEA.5.18</b>	NAPLAN Mean scale scores for numeracy, year 5 students, by State and Territory, by parental education and parental occupation, 2010
<b>Table NEA.5.19</b>	NAPLAN Mean scale scores for reading, year 7 students, by State and Territory, by parental education and parental occupation, 2010
<b>Table NEA.5.20</b>	NAPLAN Mean scale scores for writing, year 7 students, by State and Territory, by parental education and parental occupation, 2010
<b>Table NEA.5.21</b>	NAPLAN Mean scale scores for numeracy, year 7 students, by State and Territory, by parental education and parental occupation, 2010
<b>Table NEA.5.22</b>	NAPLAN Mean scale scores for reading, year 9 students, by State and Territory, by parental education and parental occupation, 2010

<b>Table NEA.5.23</b>	NAPLAN Mean scale scores for writing, year 9 students, by State and Territory, by parental education and parental occupation, 2010
<b>Table NEA.5.24</b>	NAPLAN Mean scale scores for numeracy, year 9 students, by State and Territory, by parental education and parental occupation, 2010
<b>Table NEA.5.25</b>	Proportion of students with parental education and parental occupation not stated, by State and Territory, by year, by learning domain, 2010 (per cent)
<b>Table NEA.5.26</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.27</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.28</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.29</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.30</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.31</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.32</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.33</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.34</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.35</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.36</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.37</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.38</b>	NAPLAN Mean scale scores for reading, Year 3 students, by Indigenous status, 2010

<b>Table NEA.5.39</b>	NAPLAN Mean scale scores for writing, Year 3 students, by Indigenous status, 2010
<b>Table NEA.5.40</b>	NAPLAN Mean scale scores for numeracy, Year 3 students, by Indigenous status, 2010
<b>Table NEA.5.41</b>	NAPLAN Mean scale scores for reading, Year 5 students, by Indigenous status, 2010
<b>Table NEA.5.42</b>	NAPLAN Mean scale scores for writing, Year 5 students, by Indigenous status, 2010
<b>Table NEA.5.43</b>	NAPLAN Mean scale scores for numeracy, Year 5 students, by Indigenous status, 2010
<b>Table NEA.5.44</b>	NAPLAN Mean scale scores for reading, Year 7 students, by Indigenous status, 2010
<b>Table NEA.5.45</b>	NAPLAN Mean scale scores for writing, Year 7 students, by Indigenous status, 2010
<b>Table NEA.5.46</b>	NAPLAN Mean scale scores for numeracy, Year 7 students, by Indigenous status, 2010
<b>Table NEA.5.47</b>	NAPLAN Mean scale scores for reading, Year 9 students, by Indigenous status, 2010
<b>Table NEA.5.48</b>	NAPLAN Mean scale scores for writing, Year 9 students, by Indigenous status, 2010
<b>Table NEA.5.49</b>	NAPLAN Mean scale scores for numeracy, Year 9 students, by Indigenous status, 2010

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## Box 22      **Comment on data quality**

The DQS for this indicator has been prepared by ACARA 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 literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing for the learning domains of reading, writing and numeracy.
- Data are available by Indigenous status and socioeconomic status (SES) (measured by parental education and parental occupation), by State and Territory.
- Students are classified in four ways: assessed, exempt, absent and withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard. Absent and withdrawn students are not assessed and are not counted as part of the cohort of assessed students. Data are available on the proportion of students who were exempt, absent and withdrawn, by Indigenous status, by State and Territory.
- Data are sourced from NAPLAN (for assessed students) and from student enrolment records (for exempt, absent and withdrawn students)
- 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 the interpretation of results.
- Additional data from the data source are available on-line.

The Steering Committee also notes the following issues:

- Relevant confidence intervals should be considered when interpreting the data in this report. At the request of the CRC, confidence intervals have not been provided with this report, as different confidence intervals are relevant to different analyses. The CRC have advised that they may request the data collection agency to undertake significance testing on the NAPLAN data.
- Data for 2010 are provided by SES (measured by parental education and parental occupation), by State and Territory. Data for 2009 and 2008 by SES can only be provided at the national level due to the high proportion of 'not stated' responses for these data items. Data for the proportion of students with parental education and parental occupation not stated for 2010 have been provided to assist with interpretation of these data items.
- Data are available by Indigenous status, by State and Territory, by geolocation. However, the CRC have advised that this disaggregation is a focus of the NIRA rather than the NEA, and requested that these data be included in the 2010-11 NIRA performance report.



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## 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])

Key amendments from second cycle:	The CRC requested that for PISA data a new measure for 'top' and 'bottom' levels of achievement be included ('top' being level 5 and level 6) and 'bottom' being level 1 and below)
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 for each of reading literacy, mathematical literacy and scientific literacy</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> — number of students who achieved at or above the nationally agreed proficiency level (Level 3 for PISA) for each of reading literacy, mathematical literacy and scientific literacy</li><li>• <i>denominator</i> — total population of all students (15 year old students participating in PISA)</li></ul> <p>Measure 6(b): Proportion of students in <u>top</u> and <u>bottom</u> levels of performance for each of reading literacy, mathematical literacy and scientific literacy</p> <p>The measure for the <u>top</u> level for PISA is defined as:</p> <ul style="list-style-type: none"><li>– <i>numerator</i> — number of students who achieved at level 5 and level 6 on each of reading literacy, mathematical literacy and scientific literacy</li><li>– <i>denominator</i> — total population of all students (15 year old students participating in PISA)</li></ul> <p>The measure for the <u>bottom</u> level for PISA is defined as:</p> <ul style="list-style-type: none"><li>– <i>numerator</i> — number of students who achieved at level 1 or below on each of reading literacy, mathematical literacy and scientific literacy</li><li>– <i>denominator</i> — total population of all students (15 year old students participating in PISA)</li></ul>
Data sources:	<p><i>Numerator and denominator</i> —</p> <p>3-yearly PISA (2009)</p> <p>4-yearly TIMSS (2011 data anticipated to be available in 2012)</p> <p>5-yearly Progress in International Reading Literacy Study (PIRLS) (at this</p>

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stage, PIRLS is a once-off assessment and not part of the National Assessment Program. Therefore, ongoing trend data for PIRLS may not be available)

Data provider: *Numerator and denominator* — ACER

Data availability: PISA — 2009 and 2006 [additional data for 2006 is required to provide a baseline for measure 6(b)]

[Includes relative standard errors and 95 per cent confidence intervals]

Cross tabulations provided: Measures 6(a) and 6(b) — State and Territory (and OECD average), by:

- ESCS (index of economic, social and cultural status) (quartiles)
- HISEI (the highest level of the father's and mother's occupation) (quartiles)

Measure 6(a) and 6(b) — National, by:

- Indigenous status

## Box 23 Results

For this report, new data for this indicator are available for 2009.

- Data by State and Territory are presented in tables NEA.6.1–6.3
- Data by State and Territory by SES are presented in tables NEA.6.4–6.6
- National data by Indigenous status are presented in table NEA.6.7

Additional data for 2006 are available for the new measure (6b).

- Data by State and Territory, are presented in tables NEA.6.8–6.10
- National data by SES are presented in table NEA.6.11
- National data by Indigenous status are presented in table NEA.6.12.

Data for 2006 (measure 6a) are available in the baseline 2008 NEA performance report.

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.

## Attachment tables

<b>Table NEA 6.1</b>	Proportion of students that achieved at each level in the overall reading literacy scale, by State and Territory, 2009 (per cent)
<b>Table NEA 6.2</b>	Proportion of students that achieved at each level in the overall mathematical literacy scale, by State and Territory, 2009 (per cent)

<b>Table NEA 6.3</b>	Proportion of students that achieved at each level in the overall scientific literacy scale, by State and Territory, 2009 (per cent)
<b>Table NEA 6.4</b>	Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2009 (per cent)
<b>Table NEA 6.5</b>	Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2009 (per cent)
<b>Table NEA 6.6</b>	Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2009 (per cent)
<b>Table NEA 6.7</b>	Proportion of students that achieved at each level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by Indigenous status, 2009 (per cent)
<b>Table NEA 6.8</b>	Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy scale, by State and Territory, 2006 (per cent)
<b>Table NEA 6.9</b>	Proportion of students that achieved at the 'top' and 'bottom' level in the overall mathematical literacy scale, by State and Territory, 2006 (per cent)
<b>Table NEA 6.10</b>	Proportion of students that achieved at the 'top' and 'bottom' level in the overall scientific literacy scale, by State and Territory, 2006 (per cent)
<b>Table NEA 6.11</b>	Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by socioeconomic status, 2006 (per cent)
<b>Table NEA 6.12</b>	Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by Indigenous status, 2006 (per cent)

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## Box 24      **Comment on data quality**

The DQS for this indicator has been prepared by ACER 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 year old students who have achieved at or above the nationally agreed proficiency levels, and at the ‘top’ and ‘bottom’ levels, for reading literacy, mathematical literacy and scientific literacy.
- Data are available by socioeconomic status (SES) (measured by the index of economic, social and cultural status [ESCS] and the highest level of the father’s and mother’s occupation [HISEI]) at the State and Territory level for 2009 (national level only for 2006). Data are available by Indigenous status at the national level only.
- Comparative data are provided on OECD averages to enable international comparisons.
- The PISA data collection is conducted every three years. The most recent data available are for 2009.
- Data are of acceptable accuracy.
- Data on all items reported are comparable both nationally and internationally.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available on-line and on request.

The Steering Committee also notes the following issues:

- The population sample for this data collection does not support disaggregation at the State and Territory level by Indigenous status. Further analysis is required to determine whether an alternative data source is necessary and/or more refined indicators/measures developed.
- The disaggregation of data to report students in the ‘top’ and ‘bottom’ levels of performance has resulted in larger RSEs than for the disaggregation of data to report students ‘at or above the national minimum standard’. The size of the RSEs affects the ability to identify small movements over time.
- PISA data do not account for the differences in school starting ages across states and territories — a 15 year old in one jurisdiction could be in year 9, while a 15 year old in another jurisdiction could be in year 11. Additional information on the year level of the 15 old students sampled is available in attachment table NEA.C.3 to assist with interpretation of these data.

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## NEA 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

Key amendments from second cycle:	No amendments
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 to 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 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"><li>• <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 (includes Certificate I/II nfd)</li><li>• <i>denominator</i> — number of 20 to 24 year olds in the population</li></ul> <p>Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level II and are therefore excluded from the numerator</p> <p>People whose level of study cannot be determined are assumed to be have attained below Certificate II and are therefore excluded from the numerator</p> <p>Excludes people whose educational attainment is not stated from the numerator and denominator (applicable only to Census data)</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</u> (SEW). Data are available annually</p>
Data provider:	<i>Numerator and denominator</i> — ABS
Data availability:	2010 — SEW
Cross tabulations provided (all):	State and Territory

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**Box 25      Results**

For this report, new data for this indicator are available for 2010.

- Data by State and Territory are presented in table NEA.7.1.

Results for 2009 and 2008 are available in the 2009 NEA performance report.

*Attachment tables*

<b>Table NEA.7.1</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above, 2010
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### **Box 26      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 20–24 year old population who have completed year 12 or equivalent or AQF Certificate II or above.
- Data are available by State and Territory.
- Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. These differences should have only a minor effect on comparisons over time.
- The current exclusion of Indigenous communities in very remote areas has only a minor impact on national estimates or estimates by State and Territory, except for the Northern Territory, where such persons account for around 15 per cent of the population.
- 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 reinstatement of the full sample for the SEW in 2010 generally resulted in lower RSEs in the 2010 data compared with the 2009 data.
- The SEW is conducted annually, with the most recent data available for 2010.
- 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 size of the RSEs affects the ability to identify small year to year movements. Although the full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs for the 2010 data compared with the 2009 data, the decreases in RSEs were generally small and varied by jurisdiction.
- The Steering Committee understands that the ABS is investigating 'pooling' multiple surveys to increase the ability to detect significant movements in estimates over time. However, this still may not provide a large enough sample for the required level of accuracy.
- The Steering Committee considers that further investigation of administrative data on completions of year 12 or equivalent certificate and AQF Certificate level II or above is required for reporting against this indicator.

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## NEA 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

Key amendments from second cycle:	No amendments
Outcome area:	Young people make a successful transition from school to work and further study
Related target:	At least halve the gap between Indigenous and non-Indigenous students with year 12 attainment or equivalent attainment by 2020
Performance indicator:	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
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, by Indigenous status and SES</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <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 (includes Certificate I/II nfd), by Indigenous status and SES</li><li>• <i>denominator</i> — number of 20 to 24 year olds in the population, by Indigenous status and SES</li></ul> <p>Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level II and are therefore excluded from the numerator</p> <p>People whose level of study cannot be determined are assumed to have attained below Certificate II and are therefore excluded from the numerator</p> <p>Excludes people whose educational attainment is not stated from the numerator and denominator (applicable only to Census data)</p>
Data sources:	<p><i>Numerator and denominator</i> — (Indigenous status and SES) <u>Census of Population and Housing</u> (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</u> (NATSISS) and <u>National Aboriginal and Torres Strait Islander Health Survey</u> (NATSIHS). Data are available on a rotating 3-yearly cycle. (Non-Indigenous) ABS <u>Survey of Education and Work</u> (SEW). Data are available annually</p> <p><i>Numerator and denominator</i> — (SES) ABS <u>Survey of Education and Work</u> (SEW).</p>
Data provider:	<i>Numerator and denominator</i> — ABS



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Data availability: SEW — 2010  
[No new data available by Indigenous status]

Cross tabulations provided: State and Territory by:  
• SES (CD based SEIFA IRSD)

## Box 27 Results

For this report, new data for this indicator are available for 2010.

- Data by State and Territory, by SES are presented in tables NEA.8.1–8.3.

Data for 2009 (SES) and 2008 (SES and Indigenous status) are available in the 2009 NEA performance report.

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.

### Attachment tables

<b>Table NEA.8.1</b>	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 SES based on SEIFA IRSD, 2010
<b>Table NEA.8.2</b>	RSEs for 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, by SES based on SEIFA IRSD, 2010
<b>Table NEA.8.3</b>	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 Level Certificate II or above, by SES based on SEIFA IRSD, 2010

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## **Box 28      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 20–24 year old population who have completed year 12 or equivalent, or AQF Certificate II or above.
- Data are available by Indigenous status and socioeconomic status (SES) by State and Territory. Data by SES are available annually. Data by Indigenous status are available every five years from the Census, and every three years on a rotating basis from the NATSISS/NATSIHS (Indigenous population, with the annual SEW data providing a non-Indigenous comparator) with the most recent data for 2008.
- Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. These differences should have only a minor effect on comparisons over time.
- The current exclusion of Indigenous communities in very remote areas in the SEW has only a minor impact on national estimates or estimates by State and Territory, except for the Northern Territory, where such persons account for around 15 per cent of the population.
- 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 reinstatement of the full sample for the SEW in 2010 generally resulted in lower RSEs in the 2010 data compared with the 2009 data.
- The SEW is conducted annually, with the most recent data available for 2010.
- 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 size of the RSEs for the SEW and NATSISS affects the ability to identify small year to year movements. Although the full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs for the 2010 data compared with the 2009 data, the decreases in RSEs were generally small and varied by jurisdiction.
- The Steering Committee understands that the ABS is investigating 'pooling' multiple (SEW) surveys to increase the ability to detect significant movements in estimates over time. However, this still may not provide a large enough sample for the required level of accuracy.
- The Steering Committee considers that further investigation of administrative data on completions of year 12 or equivalent certificate and AQF Certificate level II or above is required for reporting against this indicator.

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

Key amendments from second cycle:	The CRC has requested that data be disaggregated for employment, and education and training
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"><li>• <i>numerator</i> — number of persons aged 15 to 19 years who have left school and are fully engaged in employment, education and/or training, by highest level of schooling completed</li><li>• <i>denominator</i> — number of persons aged 15 to 19 years who have left school, by highest level of schooling completed</li></ul> <p>Fully engaged is defined as full time employment, full time education or training, or a mixture of part time employment and part time education or training</p>
Data source:	<i>Numerator and denominator</i> — <u>Survey of Education and Work (SEW)</u> . Data are available annually
Data provider:	<i>Numerator and denominator</i> — ABS
Data availability:	2010
Cross tabulations provided:	<p>State and Territory, by highest level of schooling completed by:</p> <ul style="list-style-type: none"><li>• Fully engaged in education, training and/or employment (disaggregated by education and training, employment, total)</li><li>• (fully engaged total) by SES (CD based SEIFA IRSD)</li></ul> <p>Level of schooling completed will be reported for: year 12, year 11, year 10 or below.</p>

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## Box 29      **Results**

For this report, new data for this indicator are available for 2010.

- Data by State and Territory are presented in tables NEA.9.1–9.2.
- Data by State and Territory, by SES are presented in tables NEA.9.3–9.5.

Data for 2009 and 2008 are available in the 2009 NEA performance report.

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.

### *Attachment tables*

<b>Table NEA.9.1</b>	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, by State and Territory, 2010
<b>Table NEA.9.2</b>	Relative standard errors and 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, by State and Territory, 2010
<b>Table NEA.9.3</b>	Proportion of young people (15–19 years) who have left school, and are participating in post school education or training, by SES, 2010
<b>Table NEA.9.4</b>	RSEs for the proportion of young people (15–19 years) who have left school, and are participating in post school education or training, by SES, 2010
<b>Table NEA.9.5</b>	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 or training, by SES, 2010

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### **Box 30      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 socioeconomic status (SES). Data are not available by Indigenous status.
- Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. These differences should have only a minor effect on national comparisons over time.
- The current exclusion of Indigenous communities in very remote areas in the SEW has only a minor impact on estimates by State and Territory, except for the Northern Territory, where such persons account for around 15 per cent of the population.
- 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 reinstatement of the full sample for the SEW in 2010 generally resulted in lower RSEs in the 2010 data compared with the 2009 data.
- The SEW is conducted annually. The most recent data available are for 2010.
- 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 size of the RSEs affects the ability to identify small year to year movements. Although the full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs for the 2010 data compared with the 2009 data, the decreases in RSEs were generally small and varied by jurisdiction.
- The Steering Committee understands that the ABS is investigating 'pooling' multiple surveys to increase the ability to detect significant movements in estimates over time. However, this still may not provide a large enough sample for the required level of accuracy.

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

Key amendments from second cycle: No amendments

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: Proportion of 18 to 24 year olds who are fully engaged in employment, education or training at or above AQF Certificate Level III

The measure is defined as:

- *numerator* — number of persons aged 18 to 24 years who are fully engaged in employment, education and/or training at or above AQF Certificate III
- *denominator* — 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 employment and part time education or training

People whose level of study cannot be determined are assumed to be studying at below the Certificate III level and are excluded from the calculations

Persons who have not stated the level of qualification they are working towards are excluded from the numerator and denominator (only applicable to Census data)

Data sources: *(Main) Numerator and denominator* — (All) (SES) Survey of Education and Work (SEW). Data are available annually

*(Supplementary) Numerator and denominator* — (Indigenous status) (SES) Census. Data are available every 5 years

*(Supplementary) Numerator and denominator* — (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and National Aboriginal and Torres Strait Islander Health Survey (NATSIHS). Data are available on a rotating 3-yearly cycle. (Non-Indigenous) Survey of Education and Work (SEW). Data are available annually

Data provider: *Numerator and denominator* — ABS

Data availability: SEW — 2010  
[No new data are available by Indigenous status]

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Cross tabulations  
provided:

2010 – State and Territory, by  
• engagement (education and training, employment, total), by  
SES (CD based SEIFA IRSD)

### Box 31      **Results**

For this report, new data for this indicator are available for 2010.

- Data by State and Territory are presented in tables NEA.10.1–10.2.
- Data by State and Territory, by SES, are presented in tables NEA.10.3–10.5.

Data for 2009 and 2008 are available in the 2009 NEA performance report.

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.

### *Attachment tables*

<b>Table NEA.10.1</b>	Proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2010
<b>Table NEA.10.2</b>	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, 2010
<b>Table NEA.10.3</b>	Proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2010, by SES based on ABS SEIFA
<b>Table NEA.10.4</b>	RSEs for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2010 at or above Certificate III, by SES based on ABS SEIFA
<b>Table NEA.10.5</b>	95 per cent confidence intervals for the proportion of 18–24 year old population engaged in full time (FT) employment, education or training, 2010, by SES based on ABS SEIFA

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### **Box 32      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 State and Territory, by socioeconomic status (SES).
- Data by SES are available annually. Data by Indigenous status are available every five years from the Census, and every three years on a rotating basis from the NATSISS/NATSIHS (Indigenous population, with the annual SEW data providing a non-Indigenous comparator) with the most recent data for 2008.
- Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. These differences should have only a minor effect on national comparisons over time.
- The current exclusion of Indigenous communities in very remote areas in the SEW has only a minor impact estimates by State and Territory, except for the Northern Territory, where such persons account for around 15 per cent of the population.
- 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 reinstatement of the full sample for the SEW in 2010 generally resulted in lower RSEs in the 2010 data compared with the 2009 data.
- 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 size of the RSEs for the SEW and NATSISS/NATSIHS affects the ability to identify small year to year movements. Although the full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs for the 2010 data compared with the 2009 data, the decreases in RSEs were generally small and varied by jurisdiction.
- The Steering Committee understands that the ABS is investigating 'pooling' multiple (SEW) surveys to increase the ability to detect significant movements in estimates over time. However, this still may not provide a large enough sample for the required level of accuracy.



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## NEA Indicator 11. Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9

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

Key amendments from second cycle:	<p>The CRC advised that they:</p> <ul style="list-style-type: none"><li>• will not be reporting on Indigenous status further disaggregated by geolocation for the education reports (this will be a focus of the reporting for the full NIRA in the second tranche of NA reporting)</li><li>• do not require confidence intervals.</li></ul>
Performance indicator:	Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9
Measure:	<p>The measure is defined as:</p> <ul style="list-style-type: none"><li>– Percentage of students at or above the national minimum standard for reading, writing and numeracy, in years 3, 5, 7 and 9, by Indigenous status</li></ul> <p>[Note: NAPLAN reports the percentage of students who achieved at or above the national minimum standard. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) are agreed by states, territories and the Commonwealth and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose]</p>
Data source:	<u>MCEECDYA National Assessment Program – Literacy and Numeracy (NAPLAN)</u> . Data are available annually
Data provider:	ACARA
Data availability:	NAPLAN — 2010
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"><li>• Indigenous status</li></ul>

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**Box 33      Results**

For this report, new data for this indicator are available for 2010.

- Data by State and Territory, by Indigenous status, are presented in tables NEA.5.26–5.37

Data for 2009 and 2008 are available in the 2009 NEA performance report.

Apparent differences may not be statistically significant and relevant confidence intervals may be requested directly from the data provider. Different confidence intervals are required depending on the type of analysis. Confidence intervals for comparing data *within* years across jurisdictions are different from confidence intervals for comparing data *across* years within and across jurisdictions.

*Data for this indicator are included in the attachment tables for NEA Indicator 5 (tables NEA.5.26–37)*

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**Box 34      Comment on data quality**

The DQS for this indicator has been prepared by ACARA 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 literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing for the learning domains of reading, writing and numeracy.
- Data are available by Indigenous status, by State and Territory.
- Students are classified in four ways: assessed, exempt, absent and withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard. Absent and withdrawn students are not assessed and are not included in the calculation. Data are available on the proportion of students who were exempt, absent and withdrawn.
- Data are sourced from NAPLAN (for assessed students) and from student enrolment records (for exempt, absent and withdrawn students)
- 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 the interpretation of results.
- Additional data from the data source are available on-line.

The Steering Committee also notes the following issues:

- Relevant confidence intervals should be considered when interpreting the data in this report. At the request of the CRC, confidence intervals have not been provided with this report, as different confidence intervals are relevant to different analyses. The CRC have advised that they may request the data collection agency to undertake significance testing on the NAPLAN data.
- Data are available by Indigenous status, by State and Territory, by geolocation. However, the CRC have advised that this disaggregation is a focus of the NIRA rather than the NEA, and requested that these data be included in the 2010-11 NIRA performance report.

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## NEA Indicator 12. Rates of participation in NAPLAN reading, writing, & numeracy tests - years 3, 5, 7, 9

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

Key amendments from second cycle:	The CRC requested that the category of absent/withdrawn students be disaggregated for absent students and withdrawn students
Performance indicator:	Rates of participation in NAPLAN reading, writing, & numeracy tests - years 3, 5, 7, 9
Measure:	<p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> — number of assessed and exempt students in years 3, 5, 7 and 9, by Indigenous status</li><li>• <i>denominator</i> — total number of students in years 3, 5, 7 and 9, by Indigenous status</li></ul>
Data source:	<u>MCEECDYA National Assessment Program – Literacy and Numeracy (NAPLAN)</u> . Data are available annually
Data provider:	ACARA
Data availability:	NAPLAN — 2009 (disaggregated further) and 2010
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 Indigenous status</p> <p>2009 data also reported on the proportion of students exempt, absent and withdrawn, by State and Territory, by Indigenous status</p>

### Box 35 Results

For this report, new data for this indicator are available for 2010.

- Data by State and Territory, by Indigenous status are presented in tables NEA.12.1–12.4

Data for 2009 and 2008 are available in the 2009 NEA performance report.

Additional data on the proportion of students exempt, absent and withdrawn are available for 2009 and 2010.

- Data by State and Territory are presented in tables NEA.12.5–12.10.

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*Attachment tables*

<b>Table NIRA.12.1</b>	Year 3 student participation in assessment, 2010 (per cent)
<b>Table NIRA.12.2</b>	Year 5 student participation in assessment, 2010 (per cent)
<b>Table NIRA.12.3</b>	Year 7 student participation in assessment, 2010 (per cent)
<b>Table NIRA.12.4</b>	Year 9 student participation in assessment, 2010 (per cent)
<b>Table NEA.12.5</b>	Proportion of student exemptions, by Indigenous status, by State and Territory, 2010 (per cent)
<b>Table NEA.12.6</b>	Proportion of student absences, by Indigenous status, by State and Territory, 2010 (per cent)
<b>Table NEA.12.7</b>	Proportion of student withdrawals, by Indigenous status, by State and Territory, 2010 (per cent)
<b>Table NEA.12.8</b>	Proportion of student exemptions, by Indigenous status, by State and Territory, 2009 (per cent)
<b>Table NEA.12.9</b>	Proportion of student absences, by Indigenous status, by State and Territory, 2009 (per cent)
<b>Table NEA.12.10</b>	Proportion of student withdrawals, by Indigenous status, by State and Territory, 2009 (per cent)

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**Box 36      Comment on data quality**

The DQS for this indicator has been prepared by ACARA 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 rate of participation of year 3, 5, 7 and 9 students in national testing for the learning domains of reading, writing and numeracy, and the proportion of student exemptions, absences and withdrawals.
- Data are available by State and Territory, by Indigenous status.
- Students are classified in four ways: assessed, exempt, absent and 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, absent and withdrawn students). All data are collected annually. The most recent data available are for 2010.
- Data are of acceptable accuracy.
- Some additional data from the data source are available on-line.

The Steering Committee also notes the following issue:

- The further disaggregation of participation rates by Indigenous status by geolocation is a priority for NIRA reporting.

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### NEA Indicator 13. Apparent retention rates from year 7-8 (i) to year 10; (ii) to year 12.

Key amendments  
from second cycle: No amendments

Performance  
indicator: Apparent retention rates from year 7-8 to year 10 and year 12

Measure: The apparent retention rates are defined as:

To year 10

- *numerator* — number of full time students in year 10 in reference year (2010)
- *denominator* — number of full time students in the base year (year 7 in NSW, Vic, Tas and ACT in 2007; year 8 in Qld, WA, SA and NT in 2008)

To year 12

- *numerator* — number of full time students in year 12 in reference year (2010)
- *denominator* — number of full time students in the base year (year 7 in NSW, Vic, Tas and ACT in 2005; year 8 in Qld, WA, SA and NT in 2006)

Data source *Numerator and denominator* — MCEECDYA National Schools Statistics Collection (NSSC). Data are available annually

Data provider: ABS

Data availability: 2010

Cross tabulations  
provided: State and Territory, by

- Indigenous status, by
- school sector

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**Box 37      Results**

For this report, new data for this indicator are available for 2010.

- Data by State and Territory, by Indigenous status, are presented in tables NEA.13.1–13.2.

Data for 2009 and 2008 are available in the 2009 NEA performance report.

*Attachment tables*

<b>Table NEA.13.1</b>	Apparent retention rates for students in years 7-8 to year 12, by Indigenous status, 2010 (per cent)
<b>Table NEA.13.2</b>	Apparent retention rates for students in years 7-8 to year 10, by Indigenous status, 2010 (per cent)



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### **Box 38      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 2010. Data are available by State and Territory, by Indigenous status.
- 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 (or year 12) 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 factors such as 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.
- 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:

- The reliability of the data is questionable, as 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 & Duncan, 2006). The ABS has developed alternative measures of secondary school engagement (apparent continuation rates and apparent progression rates) but neither of these measures is available by Indigenous status.
- The Steering Committee notes that the ABS is moving to a unit based collection for the NSSC, which may enable collection of more reliable data on secondary school engagement by Indigenous status. The collection of unit record data may also enable collection of data by geolocation, which is a priority for NIRA reporting.

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## NEA Indicator 14. Attendance rates, Year 1 to Year 10

[The measure under this NIRA indicator is the same as the attendance measure for indicator 2 under the NEA].

Key amendments from second cycle:	<p>Revised 2009 and 2008 data have been provided for measure 2(b) due to:</p> <ul style="list-style-type: none"><li>• For 2009, data entry errors for the attendance data for students attending Catholic schools in the Northern Territory</li><li>• For 2008, data entry errors for attendance data for students attending government schools in Victoria.</li></ul>
Performance indicator:	Attendance rates, Year 1 to Year 10
Measure:	<p>The measure is defined as follows:</p> <ul style="list-style-type: none"><li>• <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</li><li>• <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</li></ul>
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:	2008 (revised), 2009 (revised) [No new data available for 2010]
Cross tabulations provided:	<p>State and Territory, by</p> <ul style="list-style-type: none"><li>• school sector, by</li><li>• year level, by</li><li>• Indigenous status</li></ul>

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### Box 39      **Results**

No new data were available for this report. [***See addendum for late data provided by ACARA at 6pm Wednesday 29 June.***]

Some data for 2009 and 2008 included in the 2009 NEA performance report have been revised.

- Data by State and Territory, by Indigenous status for Catholic schools in 2009
- Data by State and Territory, by Indigenous status for government schools in 2008

Other data for 2009 and 2008, and data for 2007, are available in the 2009 NEA performance report.

### *Attachment tables*

<b>Table NEA.2.3</b>	Student attendance rates, government schools, by Indigenous status, 2010 (per cent) <b>(no data provided)</b>
<b>Table NEA.2.4</b>	Student attendance rates, independent schools, by Indigenous status, 2010 (per cent) <b>(no data provided)</b>
<b>Table NEA.2.5</b>	Student attendance rates, Catholic schools, by Indigenous status, 2010 (per cent) <b>(no data provided)</b>
<b>Table NEA.2.6</b>	Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent)
<b>Table NEA.2.7</b>	Student attendance rates, government schools, by Indigenous status, 2008 (per cent)

### Box 40      **Comment on data quality**

No new data were available for this report. The Steering Committee is disappointed that timely reporting of the annual student attendance data was not achieved for this report following the improved timeliness achieved for the previous report. Further work is required to ensure that ACARA provide current year data for future reports.

***[See addendum for late data provided by ACARA at 6pm Wednesday 29 June.]***

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## NEA Indicator 15. The proportion of Indigenous 18 to 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].

Key amendments from second cycle: The CRC has requested that data be disaggregated for employment, and education and training. This request will be incorporated when new data are available for reporting (anticipated to be from the 2011 Census)

Performance indicator: The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III

Measure: Proportion of 18 to 24 year olds who are fully engaged in employment, education or training at or above AQF Certificate Level III

The measure is defined as:

- *numerator* — number of persons aged 18 to 24 years who are fully engaged in employment, education and/or training
- *denominator* — 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 employment and part time education or training

People whose level of study cannot be determined are assumed to be studying at below Certificate III and are therefore excluded from the numerator

Persons who have not identified the level of qualification they are working towards are excluded from the calculations (only applicable to Census data)

Data sources: *(Main) Numerator and denominator* — (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS) or National Aboriginal Torres Strait Islander Health Survey (NATSIHS). Data available on a rotating 3-yearly cycle.; (Non-Indigenous) Survey of Education and Work (SEW). Data available annually

*(Supplementary) Numerator and denominator* — (Indigenous status) Census of Population and Housing (Census). Data available every 5 years

Data provider: ABS

Data availability: No new data available for this report

Cross tabulations provided: Nil

# **National Education Agreement performance reporting — attachment**

## Attachment contents

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### Performance Targets

#### NEA target a.1

#### NEA target a.2

**Table NEA.a.2.1** Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III level or above, 2010

#### NEA target b

#### NEA target c

### Performance Indicators

#### NEA Indicator 1

**Table NEA.1.1** Proportion of children aged 6–15 years enrolled in school, 2010

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

**Table NEA.1.3** Student attendance rates, government schools, by sex, 2010 (per cent)

**Table NEA.1.4** Student attendance rates, independent schools, by sex, 2010 (per cent)

**Table NEA.1.5** Student attendance rates, Catholic schools, by sex, 2010 (per cent)

#### NEA Indicator 2

**Table NEA.2.1** Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2010

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

**Table NEA.2.3** Student attendance rates, government schools, by Indigenous status, 2010 (per cent)

**Table NEA.2.4** Student attendance rates, independent schools, by Indigenous status, 2010 (per cent)

**Table NEA.2.5** Student attendance rates, Catholic schools, by Indigenous status, 2010 (per cent)

**Table NEA.2.6** Student attendance rates, Catholic schools, by Indigenous status, 2009 (per cent)

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

#### NEA Indicator 3

**Table NEA.3.1** Persons aged 17–19 years who have completed Year 10 or above, by Indigenous status, 2008

#### NEA Indicator 4

**Table NEA 4.1** Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2010 (per cent)

**Table NEA 4.2** Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent)

**Table NEA 4.3** Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent)

**Table NEA 4.4** Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2010 (per cent)

**Table NEA 4.5** Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent)

**Table NEA 4.6** Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent)

**Table NEA 4.7** Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2010 (per cent)

**Table NEA 4.8** Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent)

## Attachment contents

<b>Table NEA 4.9</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.10</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.11</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.12</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent)
<b>Table NEA 4.13</b>	NAPLAN Mean scale scores for reading, year 3 students, by State and Territory, by geolocation, 2010 (score points)
<b>Table NEA 4.14</b>	NAPLAN Mean scale scores for writing, year 3 students, by State and Territory, by geolocation, 2010 (score points)
<b>Table NEA 4.15</b>	NAPLAN Mean scale scores for numeracy, year 3 students, by State and Territory, by geolocation, 2010 (score points)
<b>Table NEA 4.16</b>	NAPLAN Mean scale scores for reading, year 5 students, by State and Territory, by geolocation, 2010 (score points)
<b>Table NEA 4.17</b>	NAPLAN Mean scale scores for writing, year 5 students, by State and Territory, by geolocation, 2010 (score points)
<b>Table NEA 4.18</b>	NAPLAN Mean scale scores for numeracy, year 5 students, by State and Territory, by geolocation, 2010 (score points)
<b>Table NEA 4.19</b>	NAPLAN Mean scale scores for reading, year 7 students, by State and Territory, by geolocation, 2010 (score points)
<b>Table NEA 4.20</b>	NAPLAN Mean scale scores for writing, year 7 students, by State and Territory, by geolocation, 2010 (score points)
<b>Table NEA 4.21</b>	NAPLAN Mean scale scores for numeracy, year 7 students, by State and Territory, by geolocation, 2010 (score points)
<b>Table NEA 4.22</b>	NAPLAN Mean scale scores for reading, year 9 students, by State and Territory, by geolocation, 2010 (score points)
<b>Table NEA 4.23</b>	NAPLAN Mean scale scores for writing, year 9 students, by State and Territory, by geolocation, 2010 (score points)
<b>Table NEA 4.24</b>	NAPLAN Mean scale scores for numeracy, year 9 students, by State and Territory, by geolocation, 2010 (score points)
<b>NEA Indicator 5</b>	
<b>Table NEA.5.1</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.2</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.3</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.4</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (per cent)

## Attachment contents

<b>Table NEA.5.5</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.6</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.7</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.8</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.9</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.10</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.11</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.12</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (per cent)
<b>Table NEA.5.13</b>	NAPLAN Mean scale scores for reading, year 3 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)
<b>Table NEA.5.14</b>	NAPLAN Mean scale scores for writing, year 3 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)
<b>Table NEA.5.15</b>	NAPLAN Mean scale scores for numeracy, year 3 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)
<b>Table NEA.5.16</b>	NAPLAN Mean scale scores for reading, year 5 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)
<b>Table NEA.5.17</b>	NAPLAN Mean scale scores for writing, year 5 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)
<b>Table NEA.5.18</b>	NAPLAN Mean scale scores for numeracy, year 5 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)
<b>Table NEA.5.19</b>	NAPLAN Mean scale scores for reading, year 7 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)
<b>Table NEA.5.20</b>	NAPLAN Mean scale scores for writing, year 7 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)
<b>Table NEA.5.21</b>	NAPLAN Mean scale scores for numeracy, year 7 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)
<b>Table NEA.5.22</b>	NAPLAN Mean scale scores for reading, year 9 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)
<b>Table NEA.5.23</b>	NAPLAN Mean scale scores for writing, year 9 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)



## Attachment contents

<b>Table NEA.5.24</b>	NAPLAN Mean scale scores for numeracy, year 9 students, by State and Territory, by parental education and parental occupation, 2010 (scale score)
<b>Table NEA.5.25</b>	Proportion of students with parental education and parental occupation not stated, by State and Territory, by year, by learning domain, 2010 (per cent)
<b>Table NEA.5.26</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.27</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.28</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.29</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.30</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.31</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.32</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.33</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.34</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.35</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.36</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.37</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent)
<b>Table NEA.5.38</b>	NAPLAN Mean scale scores for reading, Year 3 students, by Indigenous status, 2010 (scale score)
<b>Table NEA.5.39</b>	NAPLAN Mean scale scores for writing, Year 3 students, by Indigenous status, 2010 (scale score)
<b>Table NEA.5.40</b>	NAPLAN Mean scale scores for numeracy, Year 3 students, by Indigenous status, 2010 (scale score)
<b>Table NEA.5.41</b>	NAPLAN Mean scale scores for reading, Year 5 students, by Indigenous status, 2010 (scale score)
<b>Table NEA.5.42</b>	NAPLAN Mean scale scores for writing, Year 5 students, by Indigenous status, 2010 (scale score)
<b>Table NEA.5.43</b>	NAPLAN Mean scale scores for numeracy, Year 5 students, by Indigenous status, 2010 (scale score)
<b>Table NEA.5.44</b>	NAPLAN Mean scale scores for reading, Year 7 students, by Indigenous status, 2010 (scale score)

## Attachment contents

<b>Table NEA.5.45</b>	NAPLAN Mean scale scores for writing, Year 7 students, by Indigenous status, 2010 (scale score)
<b>Table NEA.5.46</b>	NAPLAN Mean scale scores for numeracy, Year 7 students, by Indigenous status, 2010 (scale score)
<b>Table NEA.5.47</b>	NAPLAN Mean scale scores for reading, Year 9 students, by Indigenous status, 2010 (scale score)
<b>Table NEA.5.48</b>	NAPLAN Mean scale scores for writing, Year 9 students, by Indigenous status, 2010 (scale score)
<b>Table NEA.5.49</b>	NAPLAN Mean scale scores for numeracy, Year 9 students, by Indigenous status, 2010 (scale score)
<b>NEA Indicator 6</b>	
<b>Table NEA 6.1</b>	Proportion of students that achieved at each level in the overall reading literacy scale, by State and Territory, 2009 (per cent)
<b>Table NEA 6.2</b>	Proportion of students that achieved at each level in the overall mathematical literacy scale, by State and Territory, 2009 (per cent)
<b>Table NEA 6.3</b>	Proportion of students that achieved at each level in the overall scientific literacy scale, by State and Territory, 2009 (per cent)
<b>Table NEA 6.4</b>	Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2009 (per cent)
<b>Table NEA 6.5</b>	Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2009 (per cent)
<b>Table NEA 6.6</b>	Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2009 (per cent)
<b>Table NEA 6.7</b>	Proportion of students that achieved at each level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by Indigenous status, 2009 (per cent)
<b>Table NEA 6.8</b>	Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy scale, by State and Territory, 2006 (per cent)
<b>Table NEA 6.9</b>	Proportion of students that achieved at the 'top' and 'bottom' level in the overall mathematical literacy scale, by State and Territory, 2006 (per cent)
<b>Table NEA 6.10</b>	Proportion of students that achieved at the 'top' and 'bottom' level in the overall scientific literacy scale, by State and Territory, 2006 (per cent)
<b>Table NEA 6.11</b>	Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by socioeconomic status, 2006 (per cent)
<b>Table NEA 6.12</b>	Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by Indigenous status, 2006 (per cent)
<b>NEA Indicator 7</b>	
<b>Table NEA.7.1</b>	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, 2010
<b>NEA Indicator 8</b>	

## Attachment contents

<b>Table NEA.8.1</b>	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010
<b>Table NEA.8.2</b>	RSEs for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010
<b>Table NEA.8.3</b>	95 per cent confidence intervals for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate level II or above, by SES based on SEIFA IRSD, 2010
<b>NEA Indicator 9</b>	
<b>Table NEA.9.1</b>	Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010
<b>Table NEA.9.2</b>	RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010
<b>Table NEA.9.3</b>	Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA
<b>Table NEA.9.4</b>	RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA
<b>Table NEA.9.5</b>	95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA
<b>NEA Indicator 10</b>	
<b>Table NEA.10.1</b>	Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010
<b>Table NEA.10.2</b>	RSEs and 95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010
<b>Table NEA.10.3</b>	Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA
<b>Table NEA.10.4</b>	RSEs for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA
<b>Table NEA.10.5</b>	95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, by SES based on ABS SEIFA
<b>NEA report Indicator 11</b>	
<b>NEA report Indicator 12</b>	
<b>Table NIRA.12.1</b>	Year 3 student participation in assessment, 2010 (per cent)
<b>Table NIRA.12.2</b>	Year 5 student participation in assessment, 2010 (per cent)
<b>Table NIRA.12.3</b>	Year 7 student participation in assessment, 2010 (per cent)
<b>Table NIRA.12.4</b>	Year 9 student participation in assessment, 2010 (per cent)
<b>Table NIRA.12.5</b>	Proportion of student exemptions, by Indigenous status, by State and Territory, 2010 (per cent)

## Attachment contents

<b>Table NIRA.12.6</b>	Proportion of student absences, by Indigenous status, by State and Territory, 2010 (per cent)
<b>Table NIRA.12.7</b>	Proportion of student withdrawals, by Indigenous status, by State and Territory, 2010 (per cent)
<b>Table NIRA.12.8</b>	Proportion of student exemptions, by Indigenous status, by State and Territory, 2009 (per cent)
<b>Table NIRA.12.9</b>	Proportion of student absences, by Indigenous status, by State and Territory, 2009 (per cent)
<b>Table NIRA.12.10</b>	Proportion of student withdrawals, by Indigenous status, by State and Territory, 2009 (per cent)
<b>NEA Indicator 13</b>	
<b>Table NIRA.13.1</b>	Apparent retention rates for students in Years 7-8 to Year 12, by Indigenous status, 2010 (per cent)
<b>Table NIRA.13.2</b>	Apparent retention rates for students in Years 7-8 to Year 10, by Indigenous status, 2010 (per cent)
<b>NEA Indicator 14</b>	
<b>NEA Indicator 15</b>	
<b>Contextual data</b>	
<b>Table NEA.C.1</b>	Australian Early Development Index of five year old children, by State and Territory, 2009
<b>Table NEA.C.2</b>	Australian Early Development Index of five year old children, national, by remoteness, 2009
<b>Table NEA.C.3</b>	Distribution of students in the Australian PISA 2009 sample by year level and State (per cent)

# Performance Targets

## **NEA Target a.1:**

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

**See NEA Indicator 7, attachment table NEA.7.1**

## **NEA Target a.2:**

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

Table NEA.a.2.1 **Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III level or above, 2010 (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</i>
Estimate										
20–24 year old population with relevant qualification	'000	423.1	359.7	273.1	128.8	89.5	23.0	25.9	11.6	1 334.7
Total 20–24 year old population	'000	499.4	410.1	313.0	165.8	113.7	31.4	29.2	16.6	1 579.2
<b>Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert III or above</b>	<b>%</b>	<b>84.7</b>	<b>87.7</b>	<b>87.3</b>	<b>77.6</b>	<b>78.7</b>	<b>73.4</b>	<b>88.5</b>	<b>70.3</b>	<b>84.5</b>
Relative standard error										
20–24 year old population with relevant qualification	Est. %	1.9	1.3	1.9	3.0	2.8	5.4	2.9	5.4	0.9
Total 20–24 year old population	Est. %	0.8	0.3	0.8	0.5	0.3	1.0	–	2.5	0.3
<b>Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert III or above</b>	<b>Prop. %</b>	<b>1.7</b>	<b>1.3</b>	<b>1.5</b>	<b>3.1</b>	<b>2.7</b>	<b>5.3</b>	<b>2.9</b>	<b>5.2</b>	<b>0.9</b>
95 per cent confidence interval										
20–24 year old population with relevant qualification	± '000	15.6	9.1	10.3	7.5	4.8	2.4	1.5	1.2	24.3
Total 20–24 year old population	± '000	7.4	2.7	4.9	1.8	0.7	0.6	–	0.8	9.3
<b>Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert III or above</b>	± %	<b>2.8</b>	<b>2.2</b>	<b>2.6</b>	<b>4.7</b>	<b>4.2</b>	<b>7.6</b>	<b>5.0</b>	<b>7.1</b>	<b>1.5</b>

(a) Persons who state they have attained a Year 12 or Certificate III or above (excludes 'Certificate nfd' and persons whose level of non-school qualification could not be determined).



**Table NEA.a.2.1 Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III level or above, 2010 (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</i>
(b) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.										
– Nil or rounded to zero.										

Source: ABS (2010) *Survey of Education and Work, 2010*, data cubes, Cat. No. 6227.0.

## **NEA Target b:**

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

**See NEA Indicator 5, tables NEA.5.26–37**

## **NEA Target c:**

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

**No new data are available for this report**

# 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, 2010**

	<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.	882 711	663 048	582 449	289 113	195 830	64 706	46 022	32 014	2 755 893
Total 6–15 year old population (b)	no.	896 259	667 962	590 574	293 858	196 493	64 797	41 997	34 226	2 786 535
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>98.5</b>	<b>99.3</b>	<b>98.6</b>	<b>98.4</b>	<b>99.7</b>	<b>99.9</b>	<b>109.6</b>	<b>93.5</b>	<b>98.9</b>

(a) School data includes children enrolled full time or part time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. 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 the most recently available ABS Population by Age and Sex, Cat. No. 3201.0 (June 2010). The Australia total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.

Source: ABS (2011) *Schools, Australia, 2010*, Cat. No. 4221.0, data cube NSSC Table 42b: Full-time and part-time students 2006-2010; ABS (2010) *Population by Age and Sex, Australian States and Territories, June 2010*, Cat. No. 3201.0.

Table NEA.1.2 **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.	880 550	661 680	579 484	288 345	195 974	65 334	45 842	31 527	2 748 736
Total 6–15 year old population (b)	no.	897 087	666 575	588 055	291 955	197 035	65 497	42 042	34 367	2 782 999
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>98.2</b>	<b>99.3</b>	<b>98.5</b>	<b>98.8</b>	<b>99.5</b>	<b>99.8</b>	<b>109.0</b>	<b>91.7</b>	<b>98.8</b>

(a) School data includes children enrolled full time or part time in 2009. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. 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 the most recently available ABS Population by Age and Sex, Cat. No. 3201.0 (June 2010). The Australia total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.

Source: ABS (2011) *Schools, Australia, 2010*, Cat. No. 4221.0, data cube NSSC Table 42b: Full-time and part-time students 2006-2010; ABS (2010) *Population by Age and Sex, Australian States and Territories, June 2010*, Cat. No. 3201.0.

Table NEA.1.3 Student attendance rates, government schools, by sex, 2010 (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	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Vic												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Qld												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
WA												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
SA												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Tas												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>



Table NEA.1.3 **Student attendance rates, government schools, by sex, 2010 (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	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
NT												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

(a) No new data provided for this report.

Source: ACARA

Table NEA.1.4 Student attendance rates, independent schools, by sex, 2010 (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	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Vic												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Qld												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
WA												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
SA												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Tas												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

Table NEA.1.4 **Student attendance rates, independent schools, by sex, 2010 (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	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
NT												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

(a) No new data provided for this report.

Source: ACARA

Table NEA.1.5 Student attendance rates, Catholic schools, by sex, 2010 (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	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Vic												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Qld												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
WA												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
SA												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Tas												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

Table NEA.1.5 **Student attendance rates, Catholic schools, by sex, 2010 (per cent) (a)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary Ungraded</i>	<i>Secondary Ungraded</i>
ACT												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
NT												
Male	na	na	na	na	na	na	na	na	na	na	na	na
Female	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

(a) No new data provided for this report.

Source: ACARA

## **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, 2010**

	<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.	40 858	8 245	39 353	18 998	7 490	4 572	1 114	13 360	133 990
Total 6–15 year old population (b) (c)	no.	38 231	8 291	38 000	17 209	7 006	4 417	1 026	15 086	129 308
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>106.9</b>	<b>99.4</b>	<b>103.6</b>	<b>110.4</b>	<b>106.9</b>	<b>103.5</b>	<b>108.6</b>	<b>88.6</b>	<b>103.6</b>
Non-Indigenous children (d)										
Number of children aged 6–15 years enrolled in school (a) (d)	no.	841 853	654 803	543 096	270 115	188 340	60 134	44 908	18 654	2 621 903
Total 6–15 year old population (c) (e)	no.	858 028	659 671	552 574	276 649	189 487	60 380	40 971	19 140	2 657 227
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>98.1</b>	<b>99.3</b>	<b>98.3</b>	<b>97.6</b>	<b>99.4</b>	<b>99.6</b>	<b>109.6</b>	<b>97.5</b>	<b>98.7</b>
All children (d)										
Number of children aged 6–15 years enrolled in school (a)	no.	882 711	663 048	582 449	289 113	195 830	64 706	46 022	32 014	2 755 893
Total 6–15 year old population (c)	no.	896 259	667 962	590 574	293 858	196 493	64 797	41 997	34 226	2 786 535
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>98.5</b>	<b>99.3</b>	<b>98.6</b>	<b>98.4</b>	<b>99.7</b>	<b>99.9</b>	<b>109.6</b>	<b>93.5</b>	<b>98.9</b>

(a) School data includes children enrolled full-time or part-time in 2010. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Includes children enrolled full-time or part-time. 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 ABS (2010) *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 ABS (2009) *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021*, Cat. No. 3238.0.

(c) Estimates for the total population are sourced from the most recently available ABS (2010) *Population by Age and Sex, June 2010*, Cat. No. 3201.0. The Australia total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.

**Table NEA.2.1 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2010**

<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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(d) 'Non-Indigenous' and 'All children' includes those for whom Indigenous status is not known.

(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 (2011) *Schools, Australia, 2010*, Cat. No. 4221.0, data cube NSSC Table 42b: Full-time and part-time students 2006-2010; ABS (2010) *Population by age and sex, Australian States and Territories, June 2010*, Cat. No. 3201.0; ABS (2009) *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, 2009

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous children										
Number of children aged 6–15 years enrolled in school (a)	no.	39 000	7 740	38 386	19 152	7 232	4 537	1 053	12 853	129 953
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	129 733
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>101.4</b>	<b>92.9</b>	<b>101.3</b>	<b>110.0</b>	<b>103.2</b>	<b>100.9</b>	<b>101.7</b>	<b>85.5</b>	<b>100.2</b>
Non-Indigenous children (d) (e)										
Number of children aged 6–15 years enrolled in school (a)	no.	841 550	653 940	541 098	269 193	188 742	60 797	44 789	18 674	2 618 783
Total 6–15 year old population (b) (c)	no.	858 616	658 245	550 144	274 549	190 026	60 999	41 007	19 334	2 653 266
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>98.0</b>	<b>99.3</b>	<b>98.4</b>	<b>98.0</b>	<b>99.3</b>	<b>99.7</b>	<b>109.2</b>	<b>96.6</b>	<b>98.7</b>
All children (d)										
Number of children aged 6–15 years enrolled in school (a)	no.	880 550	661 680	579 484	288 345	195 974	65 334	45 842	31 527	2 748 736
Total 6–15 year old population (b) (c)	no.	897 087	666 575	588 055	291 955	197 035	65 497	42 042	34 367	2 782 999
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>98.2</b>	<b>99.3</b>	<b>98.5</b>	<b>98.8</b>	<b>99.5</b>	<b>99.8</b>	<b>109.0</b>	<b>91.7</b>	<b>98.8</b>

(a) School data includes children enrolled full-time or part-time in 2009. Data also includes students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Includes children enrolled full-time or part-time. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other Territory' enrolments are excluded.

(b) Data for the 'Indigenous' and 'non-Indigenous' populations are sourced using the final rebased experimental estimated resident Indigenous population, 30 June 2006, based on the 2006 Census. Refer to explanatory notes in the publication ABS (2009) *Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021*, Cat. No. 3238.0. The 'all children' population is sourced from ABS Estimated Resident Population data for 30 June 2010 and are preliminary estimates based on the 2006 Census. These estimates are published in ABS (2010) *Population by age and sex, Australian States and Territories, June 2010*, Cat. No. 3201.0.

(c) Estimates for the total population are sourced from the most recently available ABS (2010) *Population by Age and Sex, June 2010*, Cat. No. 3201.0. The Australia total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.

**Table NEA.2.2 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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(d) 'Non-Indigenous' and 'All children' includes those for whom Indigenous status is not known.

(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 (2011) *Schools, Australia, 2010*, Cat. No. 4221.0, data cube NSSC Table 42b: Full-time and part-time students 2006-2010; ABS (2010) *Population by age and sex, Australian States and Territories, June 2010*, Cat. No. 3201.0; ABS (2009) *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, 2010 (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	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Vic												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Qld												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
WA												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
SA												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Tas												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

Table NEA.2.3 **Student attendance rates, government schools, by Indigenous status, 2010 (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	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
NT												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

(a) No new data provided for this report.

Source: ACARA

Table NEA.2.4 Student attendance rates, independent schools, by Indigenous status, 2010 (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	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Vic												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Qld												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
WA												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
SA												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Tas												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

Table NEA.2.4 **Student attendance rates, independent schools, by Indigenous status, 2010 (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	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
NT												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

(a) No new data provided for this report.

Source: ACARA

Table NEA.2.5 Student attendance rates, Catholic schools, by Indigenous status, 2010 (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	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Vic												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Qld												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
WA												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
SA												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
Tas												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

Table NEA.2.5 **Student attendance rates, Catholic schools, by Indigenous status, 2010 (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	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>
NT												
Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
Non-Indigenous	na	na	na	na	na	na	na	na	na	na	na	na
<b>Total</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>	<b>na</b>

(a) No new data provided for this report.

Source: ACARA



Table NEA.2.6 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
<b>Total</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>91</b>	<b>na</b>
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
<b>Total</b>	<b>93</b>	<b>93</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>91</b>	<b>na</b>	<b>na</b>
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
<b>Total</b>	<b>93</b>	<b>93</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>91</b>	<b>91</b>	<b>63</b>
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
<b>Total</b>	<b>91</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>85</b>	<b>68</b>
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
<b>Total</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>93</b>	<b>95</b>
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
<b>Total</b>	<b>95</b>	<b>95</b>	<b>96</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>97</b>	<b>94</b>

Table NEA.2.6 **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
<b>Total</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>91</b>	<b>91</b>	<b>90</b>	<b>na</b>	<b>na</b>
NT												
Indigenous	63	64	70	69	71	65	75	67	71	69	na	na
Non-Indigenous	89	88	88	89	87	91	91	88	91	89	na	na
<b>Total</b>	<b>77</b>	<b>76</b>	<b>81</b>	<b>81</b>	<b>81</b>	<b>80</b>	<b>85</b>	<b>80</b>	<b>83</b>	<b>81</b>	<b>na</b>	<b>na</b>

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

**na** Not available. – Nil or rounded to zero.

Source: ACARA (unpublished) School attendance data.

Table NEA.2.7 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
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>92</b>	<b>90</b>	<b>89</b>	<b>89</b>	<b>91</b>	<b>84</b>
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
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>91</b>	<b>90</b>	<b>90</b>	<b>89</b>	<b>89</b>
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
<b>Total</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>90</b>	<b>88</b>	<b>86</b>	<b>86</b>	<b>92</b>
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
<b>Total</b>	<b>92</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>90</b>	<b>88</b>	<b>86</b>	<b>na</b>	<b>na</b>
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
<b>Total</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>90</b>	<b>87</b>	<b>86</b>	<b>92</b>	<b>89</b>
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
<b>Total</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>93</b>	<b>91</b>	<b>89</b>	<b>87</b>	<b>na</b>	<b>na</b>

Table NEA.2.7 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
<b>Total</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>91</b>	<b>89</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>na</b>
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
<b>Total</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>84</b>	<b>85</b>	<b>82</b>	<b>81</b>	<b>81</b>	<b>82</b>	<b>81</b>	<b>86</b>

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

na Not available.

Source: ACARA (unpublished) School attendance data.

## **NEA Indicator 3:**

**The proportion of Indigenous students completing year 10**

**Table NEA.3.1 Persons aged 17-19 years who have completed Year 10 or above, by Indigenous status, 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 (c)</i>	<i>NT</i>	<i>Aust</i>
Estimate										
Indigenous persons aged 17-19 years completed Year 10	'000	7.9	2.0	7.4	3.6	1.9	1.0	0.3	3.2	27.3
Non-Indigenous persons aged 17-19 completed year 10 (b)	'000	260.7	198.1	158.4	85.2	60.8	18.9	13.3	4.4	799.8
Proportion of Indigenous persons aged 17-19 years who completed Year 10	%	77.0	89.1	89.4	90.3	84.3	82.4	100.0	74.7	83.2
Proportion of non-Indigenous persons aged 17-19 years who completed Year 10 (b)	%	97.1	94.9	96.3	99.7	97.6	96.1	95.8	95.1	96.6
Relative Standard Errors										
Indigenous persons aged 17-19 years completed Year 10	Est.%	11.6	8.5	10.2	11.1	9.9	16.4	20.0	9.2	4.7
Non-Indigenous persons aged 17-19 completed year 10 (b)	Est.%	1.5	2.1	2.4	2.7	1.7	2.3	3.7	14.3	0.9
Proportion of Indigenous persons aged 17-19 years who completed Year 10	Prop.%	7.1	3.2	4.7	5.3	8.6	9.4	na	7.0	2.7
Proportion of non-Indigenous persons aged 17-19 years who completed Year 10	Prop.%	0.7	1.2	1.0	0.3	1.1	1.7	2.1	2.4	0.5
95 per cent confidence intervals										
Indigenous persons aged 17-19 years completed Year 10	± '000	1.8	0.3	1.5	0.8	0.4	0.3	0.1	0.6	2.5

**Table NEA.3.1 Persons aged 17-19 years who have completed Year 10 or above, by Indigenous status, 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 (c)</i>	<i>NT</i>	<i>Aust</i>
Non-Indigenous persons aged 17-19 completed year 10 (b)	± '000	7.4	8.0	7.3	4.5	2.0	0.9	1.0	1.2	14.2
Proportion of Indigenous persons aged 17-19 years who completed Year 10	± %	10.8	5.6	8.3	9.4	14.1	15.1	–	10.2	4.5
Proportion of non-Indigenous persons aged 17-19 years who completed Year 10 (b)	± %	1.4	2.2	1.9	0.6	2.0	3.2	4.0	4.4	1.0

(a) Persons who state their highest year of school completed as Year 10 or above.

(b) The exclusion of people in very remote areas in SEW should have a negligible impact on non-Indigenous results for all states and territories.

(c) RSE for the proportion of Indigenous students who completed Year 10 is not provided since the normal distribution approximation which underpins the estimation of RSEs does not hold for proportions close to 0 or 1 (ie 0 per cent or 100 per cent).

**na** Not available. – Nil or rounded to zero.

*Source:* Indigenous data from ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2008, and non-Indigenous data from ABS (unpublished) Survey of Education and Work, 2008.

## **NEA Indicator 4:**

**Literacy and numeracy  
achievement of year 3, 5, 7 and 9  
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 State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	95.7	95.6	93.1	93.3	93.8	93.7	95.7	..	94.9
Provincial	94.1	94.7	90.8	91.0	92.4	94.1	np	87.2	93.1
Remote	87.6	96.1	87.3	85.3	91.3	89.5	..	76.8	85.6
Very remote	71.3	..	74.7	69.2	72.6	np	..	36.5	58.6
<b>Total</b>	<b>95.3</b>	<b>95.4</b>	<b>92.1</b>	<b>91.7</b>	<b>93.2</b>	<b>93.8</b>	<b>95.7</b>	<b>69.7</b>	<b>93.9</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.2 Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	97.1	96.4	94.5	96.1	96.0	96.3	96.6	..	96.3
Provincial	96.2	96.1	93.1	94.9	95.8	96.8	np	91.0	95.4
Remote	92.9	97.8	89.9	89.4	95.2	94.6	..	84.4	90.1
Very remote	82.2	..	75.9	66.7	72.5	np	..	35.0	58.1
<b>Total</b>	<b>96.8</b>	<b>96.3</b>	<b>93.8</b>	<b>94.6</b>	<b>95.7</b>	<b>96.6</b>	<b>96.6</b>	<b>72.6</b>	<b>95.5</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.3 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	95.5	95.5	94.2	94.8	93.8	93.9	96.6	..	95.1
Provincial	93.9	94.9	92.8	93.1	92.4	95.1	np	89.7	93.7
Remote	88.4	96.1	88.6	89.6	92.2	94.4	..	83.6	88.8
Very remote	72.2	..	74.6	73.4	76.6	np	..	37.0	60.5
<b>Total</b>	<b>95.0</b>	<b>95.4</b>	<b>93.4</b>	<b>93.5</b>	<b>93.2</b>	<b>94.6</b>	<b>96.6</b>	<b>72.4</b>	<b>94.3</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.4 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	93.7	94.6	89.7	91.6	91.1	91.5	94.2	..	92.7
Provincial	91.3	93.1	87.1	87.6	88.8	90.2	np	85.5	90.0
Remote	75.7	96.8	76.4	79.4	87.3	88.8	..	71.1	78.6
Very remote	77.1	..	58.0	57.3	55.3	np	..	23.4	47.3
<b>Total</b>	<b>93.0</b>	<b>94.2</b>	<b>88.2</b>	<b>89.1</b>	<b>90.1</b>	<b>90.7</b>	<b>94.2</b>	<b>64.4</b>	<b>91.3</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.5 Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	95.7	95.2	91.6	93.9	93.6	93.7	94.8	..	94.4
Provincial	93.9	93.5	89.6	90.5	91.5	92.1	np	86.3	92.1
Remote	83.5	95.0	80.5	82.7	87.3	89.3	..	69.6	81.3
Very remote	84.0	..	63.3	57.4	62.3	np	..	21.1	48.9
<b>Total</b>	<b>95.2</b>	<b>94.8</b>	<b>90.4</b>	<b>91.5</b>	<b>92.6</b>	<b>92.7</b>	<b>94.8</b>	<b>63.8</b>	<b>93.1</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.6 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	95.2	95.9	93.7	94.4	93.1	93.1	95.3	..	94.8
Provincial	93.3	94.8	92.0	91.1	91.3	93.3	np	90.1	93.0
Remote	81.3	98.2	82.1	84.9	89.2	91.5	..	76.3	83.5
Very remote	81.2	..	63.3	63.0	58.4	np	..	28.4	52.5
<b>Total</b>	<b>94.7</b>	<b>95.7</b>	<b>92.6</b>	<b>92.3</b>	<b>92.2</b>	<b>93.2</b>	<b>95.3</b>	<b>69.2</b>	<b>93.7</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.7 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	95.3	96.4	95.3	95.4	95.7	94.9	96.9	..	95.6
Provincial	94.5	95.7	94.2	94.7	95.0	94.0	..	88.8	94.6
Remote	82.8	97.7	86.9	89.8	96.4	80.4	..	80.1	87.9
Very remote	79.3	..	73.7	68.9	66.7	np	..	29.0	58.4
<b>Total</b>	<b>95.0</b>	<b>96.2</b>	<b>94.6</b>	<b>94.3</b>	<b>95.3</b>	<b>94.3</b>	<b>96.9</b>	<b>71.5</b>	<b>94.9</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.8 Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	94.2	94.4	93.3	93.7	94.6	89.8	94.6	..	94.0
Provincial	91.2	91.2	91.5	92.2	91.9	88.5	..	81.1	91.0
Remote	73.3	89.6	82.9	85.9	92.9	78.3	..	72.5	83.0
Very remote	67.7	..	68.9	62.1	56.7	np	..	17.2	50.4
<b>Total</b>	<b>93.4</b>	<b>93.6</b>	<b>92.2</b>	<b>92.1</b>	<b>93.5</b>	<b>89.0</b>	<b>94.6</b>	<b>62.7</b>	<b>92.6</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.



**Table NEA 4.9 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	95.4	96.4	96.1	95.9	95.5	94.7	96.8	..	95.9
Provincial	93.6	95.2	95.2	95.4	95.2	94.1	..	89.5	94.6
Remote	81.1	98.5	87.4	90.3	96.1	80.0	..	78.0	87.7
Very remote	76.3	..	76.0	69.8	72.3	np	..	32.6	60.6
<b>Total</b>	<b>94.9</b>	<b>96.1</b>	<b>95.4</b>	<b>94.8</b>	<b>95.2</b>	<b>94.2</b>	<b>96.8</b>	<b>72.4</b>	<b>95.1</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.10 Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	91.8	93.7	90.6	91.0	90.7	90.9	93.7	..	91.9
Provincial	89.8	92.4	88.3	88.2	89.0	89.7	..	83.2	89.7
Remote	72.5	94.3	77.6	79.3	85.1	83.0	..	74.9	78.9
Very remote	57.3	..	54.8	56.0	59.4	np	..	22.1	45.0
<b>Total</b>	<b>91.2</b>	<b>93.3</b>	<b>89.5</b>	<b>89.3</b>	<b>89.9</b>	<b>90.2</b>	<b>93.7</b>	<b>68.1</b>	<b>90.8</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.11 Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	88.9	90.5	88.0	88.6	88.4	84.2	89.0	..	89.0
Provincial	83.9	86.1	84.7	83.1	84.1	82.0	..	75.6	84.2
Remote	65.1	86.8	72.5	72.6	83.8	75.3	..	64.5	72.8
Very remote	47.5	..	53.7	53.4	50.1	np	..	13.2	39.7
<b>Total</b>	<b>87.5</b>	<b>89.3</b>	<b>86.6</b>	<b>86.2</b>	<b>86.9</b>	<b>82.9</b>	<b>89.0</b>	<b>59.6</b>	<b>87.2</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.12 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2010 (per cent) (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>
All students									
Metropolitan	93.8	95.1	93.9	93.5	92.6	92.3	94.7	..	94.0
Provincial	91.3	94.0	92.5	91.4	91.3	92.5	..	84.9	92.2
Remote	77.7	96.2	84.0	81.0	91.2	88.1	..	77.5	82.9
Very remote	63.6	..	64.0	65.1	67.1	np	..	26.7	52.2
<b>Total</b>	<b>93.1</b>	<b>94.8</b>	<b>93.1</b>	<b>92.0</b>	<b>92.1</b>	<b>92.4</b>	<b>94.7</b>	<b>70.5</b>	<b>93.1</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA 4.13 **NAPLAN Mean scale scores for reading, year 3 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	427.1	434.9	399.5	408.6	407.4	417.8	439.2	..	421.8
Provincial	406.1	417.3	382.6	384.9	391.1	411.4	np	378.4	401.3
Remote	378.1	435.9	364.0	368.2	381.6	407.0	..	355.9	369.8
Very remote	324.7	..	329.5	318.6	323.1	np	..	231.1	289.4
<b>Total</b>	<b>421.7</b>	<b>430.6</b>	<b>393.0</b>	<b>398.7</b>	<b>401.6</b>	<b>414.0</b>	<b>439.1</b>	<b>328.7</b>	<b>414.3</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA 4.14 **NAPLAN Mean scale scores for writing, year 3 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	434.1	432.8	408.1	409.3	416.1	414.8	434.1	..	425.6
Provincial	414.0	416.0	393.9	390.0	401.3	412.7	np	381.1	406.9
Remote	390.1	417.3	376.4	372.4	395.0	406.2	..	358.6	377.1
Very remote	349.8	..	334.8	311.1	322.3	np	..	231.6	289.5
<b>Total</b>	<b>429.0</b>	<b>428.7</b>	<b>402.4</b>	<b>400.2</b>	<b>410.7</b>	<b>413.5</b>	<b>434.0</b>	<b>330.7</b>	<b>418.6</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA 4.15 **NAPLAN Mean scale scores for numeracy, year 3 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	405.9	414.0	383.3	390.4	383.8	394.2	412.7	..	401.4
Provincial	386.8	399.5	371.5	371.8	372.9	393.0	np	367.5	384.7
Remote	368.0	416.0	358.8	362.4	368.1	378.5	..	350.6	362.1
Very remote	319.5	..	323.1	317.8	320.9	np	..	254.2	296.4
<b>Total</b>	<b>401.0</b>	<b>410.5</b>	<b>378.5</b>	<b>382.8</b>	<b>379.9</b>	<b>393.4</b>	<b>412.6</b>	<b>329.4</b>	<b>395.4</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested directly from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.16 NAPLAN Mean scale scores for reading, year 5 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	501.0	505.7	474.0	486.3	481.7	491.2	508.7	..	493.9
Provincial	482.5	491.6	461.7	466.2	467.3	480.2	np	463.0	476.7
Remote	442.3	504.5	437.6	445.6	457.6	474.2	..	437.9	445.0
Very remote	443.5	..	404.8	403.3	394.7	np	..	307.7	374.1
<b>Total</b>	<b>496.2</b>	<b>502.2</b>	<b>468.7</b>	<b>477.5</b>	<b>476.5</b>	<b>484.6</b>	<b>508.6</b>	<b>412.1</b>	<b>487.4</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.



Table NEA 4.17 **NAPLAN Mean scale scores for writing, year 5 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	499.9	501.5	477.2	481.9	485.4	480.3	494.8	..	492.4
Provincial	479.4	481.4	464.3	462.6	468.9	471.2	np	456.6	473.2
Remote	442.2	482.1	436.9	444.2	457.4	459.4	..	422.4	441.6
Very remote	447.0	..	404.9	385.3	391.8	np	..	287.4	362.5
<b>Total</b>	<b>494.6</b>	<b>496.4</b>	<b>471.6</b>	<b>473.0</b>	<b>479.5</b>	<b>474.8</b>	<b>494.7</b>	<b>399.8</b>	<b>485.2</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA 4.18 **NAPLAN Mean scale scores for numeracy, year 5 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	504.4	506.9	478.9	485.3	477.8	483.3	498.8	..	495.6
Provincial	481.3	490.4	468.2	464.8	462.8	476.8	np	463.5	477.0
Remote	445.8	509.7	441.8	447.6	454.0	471.8	..	436.1	446.4
Very remote	450.0	..	408.9	409.0	398.2	np	..	339.7	387.9
<b>Total</b>	<b>498.4</b>	<b>502.7</b>	<b>474.1</b>	<b>476.8</b>	<b>472.6</b>	<b>479.4</b>	<b>498.7</b>	<b>421.5</b>	<b>488.8</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA 4.19 NAPLAN Mean scale scores for reading, year 7 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	552.3	556.5	541.2	550.7	547.1	548.9	567.3	..	550.9
Provincial	538.5	544.1	533.3	537.7	535.3	536.9	..	526.5	537.9
Remote	494.3	562.9	507.8	523.8	538.5	494.9	..	505.7	516.9
Very remote	491.7	..	479.2	472.9	471.4	np	..	395.0	451.8
<b>Total</b>	<b>548.6</b>	<b>553.3</b>	<b>537.5</b>	<b>544.5</b>	<b>543.2</b>	<b>541.8</b>	<b>567.3</b>	<b>487.7</b>	<b>546.0</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA 4.20 **NAPLAN Mean scale scores for writing, year 7 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	538.9	547.2	536.6	539.6	543.1	521.5	541.4	..	540.7
Provincial	516.4	521.8	523.6	523.8	525.4	511.4	..	500.9	520.0
Remote	470.2	519.7	498.2	508.6	525.0	486.3	..	472.6	499.6
Very remote	463.8	..	463.0	447.3	432.4	np	..	326.0	414.9
<b>Total</b>	<b>533.0</b>	<b>540.8</b>	<b>531.2</b>	<b>532.2</b>	<b>537.1</b>	<b>515.7</b>	<b>541.4</b>	<b>449.2</b>	<b>533.5</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA 4.21 **NAPLAN Mean scale scores for numeracy, year 7 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	556.8	558.5	550.1	553.1	542.9	535.3	556.2	..	554.2
Provincial	531.3	538.9	542.3	536.7	529.4	527.8	..	523.7	535.6
Remote	490.8	559.4	509.2	521.3	530.6	482.1	..	495.5	513.2
Very remote	481.5	..	482.5	471.9	477.3	np	..	404.5	455.1
<b>Total</b>	<b>550.1</b>	<b>553.6</b>	<b>546.2</b>	<b>545.8</b>	<b>538.5</b>	<b>530.6</b>	<b>556.2</b>	<b>486.6</b>	<b>547.8</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA 4.22 **NAPLAN Mean scale scores for reading, year 9 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	581.6	585.0	569.2	571.2	571.3	576.1	594.8	..	578.3
Provincial	569.1	573.6	557.6	558.4	559.2	565.7	..	556.4	565.5
Remote	520.9	593.0	529.5	536.8	548.8	529.7	..	536.9	536.7
Very remote	503.8	..	497.7	493.9	503.6	np	..	426.1	473.7
<b>Total</b>	<b>578.2</b>	<b>582.1</b>	<b>564.9</b>	<b>565.7</b>	<b>567.1</b>	<b>569.9</b>	<b>594.8</b>	<b>523.6</b>	<b>573.7</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA 4.23 **NAPLAN Mean scale scores for writing, year 9 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	572.1	585.7	570.4	570.9	572.5	560.1	575.9	..	574.9
Provincial	549.3	561.7	554.9	548.3	553.0	550.1	..	539.5	553.5
Remote	504.9	583.0	521.6	522.3	551.7	522.3	..	499.3	522.7
Very remote	473.2	..	480.8	477.2	465.2	np	..	349.3	434.5
<b>Total</b>	<b>566.1</b>	<b>579.5</b>	<b>564.7</b>	<b>562.5</b>	<b>566.3</b>	<b>554.1</b>	<b>575.9</b>	<b>489.4</b>	<b>567.7</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA 4.24 **NAPLAN Mean scale scores for numeracy, year 9 students, by State and Territory, by geolocation, 2010 (score points) (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>
All students									
Metropolitan	598.4	597.3	582.3	584.6	577.6	575.9	597.2	..	591.5
Provincial	572.1	580.0	568.7	568.1	563.2	568.3	..	559.9	571.8
Remote	531.2	611.3	541.1	537.8	561.1	551.2	..	539.7	543.7
Very remote	514.7	..	512.0	510.3	513.8	np	..	442.6	488.7
<b>Total</b>	<b>591.5</b>	<b>592.8</b>	<b>577.4</b>	<b>577.9</b>	<b>573.1</b>	<b>571.4</b>	<b>597.2</b>	<b>529.9</b>	<b>585.1</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

.. Not applicable. **np** Not published.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.



# **NEA Indicator 5:**

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

**Table NEA.5.1 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	98.1	97.7	97.2	97.8	97.4	98.4	97.7	93.5	97.8
Advanced diploma/diploma	%	96.9	96.4	94.4	95.5	95.8	96.2	96.3	92.1	96.1
Certificate I to IV (d)	%	95.0	95.4	91.8	92.9	93.4	94.5	93.9	84.3	94.1
Year 12 or equivalent	%	94.8	94.8	91.1	93.0	93.4	90.8	95.2	84.4	93.7
Year 11 or equivalent or below	%	88.7	89.7	82.4	83.5	85.3	87.6	90.5	57.8	86.9
Not stated (e)	%	93.7	93.9	90.3	85.2	91.4	93.3	95.1	56.8	89.4
Parental occupation (f)										
Senior management and qualified professionals	%	98.3	98.1	97.0	98.0	97.8	98.3	97.2	93.3	97.9
Other business managers and associated professionals	%	97.5	97.5	95.5	96.1	96.8	96.7	98.0	91.6	97.0
Tradespeople, clerks, skilled office, sales and service staff	%	96.1	96.2	92.4	94.1	94.4	94.4	95.7	85.6	95.0
Machine operators, hospitality staff, assistants, labourers	%	93.1	92.9	87.1	89.5	90.8	91.9	93.4	70.8	91.5
Not in paid work in previous 12 months	%	89.3	88.3	81.4	83.9	86.4	85.2	88.9	54.5	86.9
Not stated (g)	%	91.9	94.8	89.6	85.2	88.6	91.6	93.1	57.0	88.7

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.1 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.2 Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	98.1	97.8	97.4	98.6	97.9	99.0	97.7	96.1	98.0
Advanced diploma/diploma	%	97.8	96.9	95.8	97.6	97.6	97.4	97.0	96.3	97.2
Certificate I to IV (d)	%	97.2	96.6	94.3	96.6	96.4	97.3	95.7	88.4	96.4
Year 12 or equivalent	%	96.6	95.7	93.9	96.4	96.4	94.2	97.0	89.9	95.8
Year 11 or equivalent or below	%	92.8	92.8	85.3	89.4	90.8	93.2	91.2	61.6	90.8
Not stated (e)	%	95.8	95.0	91.5	88.9	93.9	95.6	96.2	58.7	91.5
Parental occupation (f)										
Senior management and qualified professionals	%	98.4	98.2	97.5	98.7	98.4	98.9	97.6	96.4	98.2
Other business managers and associated professionals	%	98.1	98.0	96.5	97.8	98.3	98.5	98.5	94.3	97.8
Tradespeople, clerks, skilled office, sales and service staff	%	97.6	97.0	94.7	97.3	96.9	97.2	97.4	90.2	96.8
Machine operators, hospitality staff, assistants, labourers	%	96.1	94.7	90.4	94.5	94.9	95.6	94.7	76.9	94.4
Not in paid work in previous 12 months	%	92.9	90.9	83.4	89.5	90.8	91.7	88.3	57.3	90.2
Not stated (g)	%	94.5	95.8	91.4	89.2	92.1	94.1	94.5	59.0	91.3

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.2 Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.3 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	98.1	97.7	97.7	98.2	97.4	98.6	98.1	94.8	97.9
Advanced diploma/diploma	%	96.7	96.1	95.6	96.2	95.8	96.4	96.9	93.2	96.3
Certificate I to IV (d)	%	94.9	95.3	93.3	95.2	93.6	95.5	95.4	88.5	94.6
Year 12 or equivalent	%	94.4	94.5	92.9	94.5	93.5	92.3	96.1	88.4	94.1
Year 11 or equivalent or below	%	88.1	90.3	85.4	87.4	86.2	89.1	91.1	60.0	87.8
Not stated (e)	%	93.3	93.9	91.0	88.1	90.7	93.0	96.5	59.5	90.1
Parental occupation (f)										
Senior management and qualified professionals	%	98.2	98.1	97.6	98.5	97.8	98.6	97.9	94.5	98.0
Other business managers and associated professionals	%	97.4	97.5	96.4	96.9	97.0	97.3	98.5	94.7	97.2
Tradespeople, clerks, skilled office, sales and service staff	%	96.0	96.1	94.0	95.6	94.4	95.3	96.9	89.9	95.5
Machine operators, hospitality staff, assistants, labourers	%	92.8	93.1	89.7	91.7	91.2	93.0	93.9	74.5	92.1
Not in paid work in previous 12 months	%	88.5	88.4	82.8	88.1	86.4	87.5	91.1	56.4	87.2
Not stated (g)	%	91.4	94.7	90.9	88.3	88.4	91.2	94.1	59.6	89.5

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.3 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.4 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	97.8	97.8	96.4	97.5	97.2	98.0	97.3	95.5	97.4
Advanced diploma/diploma	%	95.8	96.2	92.4	93.8	93.9	95.2	95.3	87.7	94.8
Certificate I to IV (d)	%	92.7	93.7	87.9	91.1	90.6	91.6	92.7	81.3	91.4
Year 12 or equivalent	%	91.6	93.8	86.9	90.0	90.4	88.8	93.1	85.0	90.8
Year 11 or equivalent or below	%	82.6	87.8	75.8	77.2	79.9	81.8	82.3	48.5	81.6
Not stated (e)	%	92.0	92.6	84.9	81.9	87.0	91.8	92.8	54.0	87.5
Parental occupation (f)										
Senior management and qualified professionals	%	97.8	98.2	96.2	97.2	97.5	98.1	97.5	92.1	97.5
Other business managers and associated professionals	%	96.6	96.6	93.3	94.5	95.2	94.9	97.1	91.4	95.6
Tradespeople, clerks, skilled office, sales and service staff	%	94.2	94.9	89.1	92.4	91.9	93.5	93.0	82.3	92.7
Machine operators, hospitality staff, assistants, labourers	%	89.8	91.4	81.1	85.4	85.4	87.0	86.4	58.4	87.5
Not in paid work in previous 12 months	%	82.6	85.4	73.3	77.4	80.8	76.3	86.2	45.2	81.2
Not stated (g)	%	90.2	94.6	84.0	81.7	84.3	85.3	90.0	54.1	86.2

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.



**Table NEA.5.4 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.5 Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	97.9	97.4	96.5	97.7	97.3	97.2	97.1	94.3	97.4
Advanced diploma/diploma	%	96.9	96.3	93.9	95.7	96.0	96.7	95.1	89.9	95.9
Certificate I to IV (d)	%	95.4	94.5	90.7	93.6	93.3	94.4	94.9	81.9	93.7
Year 12 or equivalent	%	94.5	94.9	89.7	92.8	93.9	91.6	95.8	87.1	93.2
Year 11 or equivalent or below	%	88.6	89.8	79.4	83.3	85.2	86.1	84.3	45.9	85.8
Not stated (e)	%	94.5	93.2	87.8	84.9	89.8	91.7	92.4	53.3	89.8
Parental occupation (f)										
Senior management and qualified professionals	%	97.8	97.8	96.6	97.8	97.8	97.4	97.2	91.7	97.5
Other business managers and associated professionals	%	97.5	96.6	94.7	96.2	96.3	96.2	97.5	92.1	96.4
Tradespeople, clerks, skilled office, sales and service staff	%	96.5	95.5	91.4	94.3	95.3	95.8	94.3	82.1	94.6
Machine operators, hospitality staff, assistants, labourers	%	93.7	93.0	85.5	89.6	90.1	90.9	91.8	58.6	90.9
Not in paid work in previous 12 months	%	87.4	87.1	75.1	83.1	84.0	79.8	87.5	39.9	84.2
Not stated (g)	%	93.4	95.1	87.1	84.9	87.5	87.8	90.8	53.7	89.0

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.5 Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.6 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	98.3	98.1	98.0	98.4	97.7	98.7	97.8	97.0	98.1
Advanced diploma/diploma	%	96.9	97.0	96.2	95.9	95.8	97.2	96.8	91.6	96.6
Certificate I to IV (d)	%	94.4	95.5	93.0	94.4	93.3	94.3	93.3	85.0	94.2
Year 12 or equivalent	%	93.8	95.6	91.9	93.2	92.8	90.6	95.9	88.1	93.7
Year 11 or equivalent or below	%	86.6	91.2	83.3	83.8	83.3	86.3	85.2	54.1	86.4
Not stated (e)	%	93.8	93.9	89.5	86.2	89.5	93.3	93.9	59.8	90.4
Parental occupation (e)										
Senior management and qualified professionals	%	98.2	98.4	97.9	98.2	98.5	98.9	97.8	95.3	98.2
Other business managers and associated professionals	%	97.5	97.4	96.7	96.6	96.6	97.0	98.2	93.0	97.1
Tradespeople, clerks, skilled office, sales and service staff	%	95.7	96.4	94.0	95.0	94.2	95.7	94.6	86.9	95.3
Machine operators, hospitality staff, assistants, labourers	%	92.5	93.7	87.7	90.0	89.1	90.8	90.8	62.0	91.2
Not in paid work in previous 12 months	%	85.5	88.7	80.0	83.9	83.0	80.6	86.0	47.0	85.1
Not stated (f)	%	92.5	95.6	89.0	86.2	86.9	87.8	91.6	60.1	89.5

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.6 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.7 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	98.5	98.7	98.3	98.9	98.7	98.8	98.5	95.1	98.6
Advanced diploma/diploma	%	97.4	97.4	97.0	97.4	98.0	97.8	98.3	93.4	97.4
Certificate I to IV (d)	%	95.3	96.2	95.3	96.1	96.4	95.6	95.7	86.2	95.6
Year 12 or equivalent	%	94.2	95.8	94.2	95.6	95.8	92.1	96.7	87.0	94.8
Year 11 or equivalent or below	%	87.9	91.3	88.0	89.3	90.8	89.4	92.0	55.8	88.9
Not stated (e)	%	92.2	95.4	93.0	88.6	92.6	91.8	96.0	56.5	91.5
Parental occupation (f)										
Senior management and qualified professionals	%	98.7	98.9	98.3	98.8	99.0	98.9	98.8	95.6	98.7
Other business managers and associated professionals	%	97.9	98.1	97.6	97.8	98.4	97.5	97.9	94.5	97.9
Tradespeople, clerks, skilled office, sales and service staff	%	96.2	96.7	95.6	96.8	97.2	97.0	96.6	86.7	96.2
Machine operators, hospitality staff, assistants, labourers	%	92.9	94.1	91.1	92.9	94.0	91.7	95.0	67.3	92.8
Not in paid work in previous 12 months	%	86.3	88.1	84.3	87.4	88.2	83.8	89.9	44.9	86.2
Not stated (g)	%	90.7	97.4	92.7	88.7	91.3	89.6	94.8	55.6	91.1

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.7 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.8 Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	97.6	97.4	97.1	97.7	97.9	96.2	97.3	91.2	97.4
Advanced diploma/diploma	%	95.9	95.1	95.1	96.0	96.8	93.3	95.2	86.9	95.5
Certificate I to IV (d)	%	93.4	92.8	93.2	94.0	94.5	89.9	92.4	78.4	93.1
Year 12 or equivalent	%	93.0	93.4	92.0	94.1	94.2	86.8	95.6	76.2	92.9
Year 11 or equivalent or below	%	85.4	87.1	83.8	86.0	88.5	82.6	85.8	42.6	85.2
Not stated (e)	%	90.1	93.6	90.2	85.3	90.3	85.9	93.2	46.9	88.7
Parental occupation (f)										
Senior management and qualified professionals	%	97.5	97.6	96.9	97.5	98.0	96.4	97.1	90.0	97.4
Other business managers and associated professionals	%	96.5	95.9	95.9	96.5	97.3	94.0	96.2	88.5	96.2
Tradespeople, clerks, skilled office, sales and service staff	%	94.7	93.8	93.3	94.9	95.4	91.6	93.9	78.0	94.0
Machine operators, hospitality staff, assistants, labourers	%	91.0	90.2	88.4	90.6	92.1	85.4	91.7	58.4	89.9
Not in paid work in previous 12 months	%	83.4	83.8	79.4	83.1	86.4	73.5	83.8	31.6	82.0
Not stated (g)	%	88.6	95.7	89.9	85.4	88.7	83.1	91.8	45.5	88.3

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.



**Table NEA.5.8 Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.9 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	98.5	98.6	98.5	99.0	98.7	98.8	98.6	95.2	98.6
Advanced diploma/diploma	%	97.4	97.3	97.6	97.5	97.7	97.9	97.9	93.3	97.4
Certificate I to IV (d)	%	95.2	96.1	96.3	96.9	96.2	95.6	95.8	85.7	95.8
Year 12 or equivalent	%	94.4	95.8	95.4	96.6	96.1	91.2	96.9	88.5	95.3
Year 11 or equivalent or below	%	87.5	91.3	89.7	90.0	90.9	89.3	91.0	57.5	89.1
Not stated (e)	%	91.9	95.6	93.8	89.4	92.6	91.7	95.6	58.0	91.9
Parental occupation (f)										
Senior management and qualified professionals	%	98.6	98.8	98.4	99.0	99.1	98.7	98.7	96.1	98.7
Other business managers and associated professionals	%	97.9	98.0	98.0	98.1	98.5	97.9	98.2	93.7	98.0
Tradespeople, clerks, skilled office, sales and service staff	%	96.1	96.7	96.5	97.3	96.8	97.1	96.7	87.1	96.5
Machine operators, hospitality staff, assistants, labourers	%	93.1	93.9	93.1	93.8	94.1	91.9	93.2	68.3	93.3
Not in paid work in previous 12 months	%	85.6	88.0	85.5	88.2	87.5	83.4	90.4	47.2	86.2
Not stated (g)	%	90.3	97.4	93.7	89.5	91.4	88.4	94.5	57.0	91.4

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.9 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.10 Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	97.6	97.9	97.0	97.5	97.4	98.3	97.7	93.3	97.6
Advanced diploma/diploma	%	95.1	95.6	93.7	94.6	94.8	97.2	95.4	92.2	94.9
Certificate I to IV (d)	%	91.3	93.2	89.9	91.3	90.9	92.0	90.7	82.6	91.4
Year 12 or equivalent	%	90.5	93.0	88.7	91.1	91.5	89.7	92.6	86.8	91.0
Year 11 or equivalent or below	%	80.9	85.3	79.5	79.7	81.9	79.8	83.4	49.6	81.6
Not stated (e)	%	86.5	92.9	87.0	85.2	83.6	87.7	92.1	51.1	86.3
Parental occupation (f)										
Senior management and qualified professionals	%	97.5	98.5	95.2	97.2	97.3	98.0	97.1	92.4	97.2
Other business managers and associated professionals	%	96.1	96.6	94.5	94.6	95.2	96.1	96.0	92.9	95.7
Tradespeople, clerks, skilled office, sales and service staff	%	93.0	93.9	89.8	91.6	92.5	92.3	91.1	82.7	92.3
Machine operators, hospitality staff, assistants, labourers	%	87.8	88.9	82.4	85.3	87.0	86.6	87.4	63.2	86.9
Not in paid work in previous 12 months	%	78.9	81.1	73.5	77.0	77.5	72.9	80.6	39.6	78.5
Not stated (g)	%	83.2	95.8	86.8	84.6	81.7	83.0	91.0	50.3	85.4

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.10 Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.11 Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	95.7	95.5	94.5	95.7	95.4	93.5	95.0	87.2	95.3
Advanced diploma/diploma	%	92.1	91.8	90.8	91.5	91.9	90.4	91.8	84.0	91.6
Certificate I to IV (d)	%	86.9	87.9	86.5	88.4	87.5	84.5	85.6	71.9	87.0
Year 12 or equivalent	%	87.6	89.3	86.3	88.5	88.4	82.4	87.9	76.3	87.8
Year 11 or equivalent or below	%	75.4	80.4	76.2	75.8	78.3	71.0	73.1	43.6	76.7
Not stated (e)	%	81.9	89.8	84.1	81.5	81.0	79.3	85.1	42.3	82.6
Parental occupation (f)										
Senior management and qualified professionals	%	95.4	96.1	93.0	95.2	95.1	93.1	93.9	85.3	94.8
Other business managers and associated professionals	%	92.9	92.6	91.7	92.0	92.4	88.8	91.0	83.4	92.3
Tradespeople, clerks, skilled office, sales and service staff	%	89.3	88.9	86.3	88.6	88.9	86.9	87.5	75.1	88.3
Machine operators, hospitality staff, assistants, labourers	%	83.2	84.1	79.6	82.2	83.4	76.7	82.2	52.5	82.4
Not in paid work in previous 12 months	%	73.5	76.8	70.5	73.9	74.7	62.4	74.1	31.7	73.8
Not stated (g)	%	78.5	92.9	83.8	80.8	78.9	75.5	84.2	41.6	81.6

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.11 Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.12 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (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>
Parental education (c)										
Bachelor degree or above	%	98.2	98.3	97.8	97.9	98.1	98.4	98.1	95.5	98.1
Advanced diploma/diploma	%	96.4	96.6	96.3	95.9	96.0	97.4	97.2	91.9	96.3
Certificate I to IV (d)	%	93.3	94.7	93.7	93.9	93.4	93.8	91.5	84.9	93.7
Year 12 or equivalent	%	93.1	95.1	92.7	94.2	92.9	93.2	94.6	88.5	93.6
Year 11 or equivalent or below	%	84.8	88.6	86.1	85.1	85.7	84.7	85.9	56.0	85.9
Not stated (e)	%	89.0	94.3	91.4	88.8	86.8	89.9	92.8	53.2	89.5
Parental occupation (f)										
Senior management and qualified professionals	%	98.0	98.6	96.8	97.8	97.9	98.2	97.8	92.7	97.8
Other business managers and associated professionals	%	96.9	97.4	96.6	96.2	97.0	97.0	97.1	94.2	96.9
Tradespeople, clerks, skilled office, sales and service staff	%	94.8	95.1	93.6	94.0	94.5	95.1	92.0	86.0	94.5
Machine operators, hospitality staff, assistants, labourers	%	90.8	91.8	89.0	89.6	89.8	89.5	90.1	65.9	90.5
Not in paid work in previous 12 months	%	83.1	85.2	81.7	81.1	81.5	76.3	84.6	43.7	83.0
Not stated (g)	%	86.6	96.8	91.1	88.4	85.0	88.0	92.1	53.5	88.8

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.



**Table NEA.5.12 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2010 (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.13 NAPLAN Mean scale scores for reading, year 3 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (c)									
Bachelor degree or above	463.4	464.6	433.8	445.0	442.4	465.7	468.5	430.8	456.6
Advanced diploma/diploma	425.9	430.1	398.5	408.6	406.3	431.5	434.5	391.6	420.1
Certificate I to IV (d)	403.7	413.8	379.3	388.1	391.9	404.0	409.2	361.4	399.6
Year 12 or equivalent	406.9	416.9	379.3	392.0	394.8	393.0	425.1	369.3	402.4
Year 11 or equivalent or below	371.5	387.1	347.0	352.6	359.5	369.5	379.9	284.6	368.4
Not stated (e)	408.0	431.4	387.2	374.4	393.4	413.0	438.5	289.1	394.1
Parental occupation (f)									
Senior management and qualified professionals	462.5	467.4	432.5	442.8	440.6	463.0	464.5	416.3	455.5
Other business managers and associated professionals	435.9	439.3	406.6	414.5	413.7	430.9	440.7	402.3	428.8
Tradespeople, clerks, skilled office, sales and service staff	412.7	422.2	383.2	393.3	398.8	406.3	419.9	369.0	407.0
Machine operators, hospitality staff, assistants, labourers	392.6	402.9	361.1	375.5	380.2	388.3	395.9	321.4	388.1
Not in paid work in previous 12 months	380.0	391.4	351.2	364.3	370.4	364.8	404.6	280.1	377.8
Not stated (g)	398.3	436.4	381.2	372.9	382.4	400.4	428.7	288.0	388.3

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.13 NAPLAN Mean scale scores for reading, year 3 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.14 NAPLAN Mean scale scores for writing, year 3 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (c)									
Bachelor degree or above	455.0	448.2	430.4	431.6	437.6	444.4	450.1	412.2	445.8
Advanced diploma/diploma	434.9	429.4	410.3	410.8	418.4	421.5	433.7	394.2	425.7
Certificate I to IV (d)	418.7	418.1	394.8	396.9	404.6	408.3	421.1	370.6	410.8
Year 12 or equivalent	422.2	423.0	394.5	398.1	408.7	401.0	430.2	373.5	413.6
Year 11 or equivalent or below	392.1	402.8	363.2	366.9	379.8	387.9	386.2	288.9	386.0
Not stated (e)	418.6	429.5	396.7	378.6	403.1	410.7	430.8	292.9	400.4
Parental occupation (f)									
Senior management and qualified professionals	453.7	449.0	430.1	429.0	436.4	442.4	446.1	407.4	444.3
Other business managers and associated professionals	439.7	434.5	415.2	414.5	423.2	425.0	438.2	397.1	430.5
Tradespeople, clerks, skilled office, sales and service staff	426.4	425.0	398.0	402.2	411.3	414.3	429.4	375.0	417.1
Machine operators, hospitality staff, assistants, labourers	412.3	413.5	379.5	386.6	395.5	399.5	401.1	335.7	403.4
Not in paid work in previous 12 months	397.0	402.2	359.6	371.6	384.3	376.7	404.7	281.9	390.1
Not stated (g)	411.3	434.2	392.2	378.4	394.2	399.7	427.1	291.7	397.0

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.14 NAPLAN Mean scale scores for writing, year 3 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.15 NAPLAN Mean scale scores for numeracy, year 3 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (c)									
Bachelor degree or above	438.3	438.5	410.8	419.9	412.7	435.0	435.9	406.0	431.0
Advanced diploma/diploma	402.8	409.3	383.4	387.9	384.9	404.4	406.1	374.6	399.0
Certificate I to IV (d)	384.7	396.3	368.4	374.9	371.9	385.7	392.2	354.3	382.9
Year 12 or equivalent	388.5	399.6	369.6	375.6	375.2	379.0	399.0	356.1	385.8
Year 11 or equivalent or below	357.6	376.5	343.1	345.7	347.3	358.5	360.7	292.0	357.9
Not stated (e)	389.7	410.0	370.9	364.8	371.7	390.3	413.7	301.1	378.4
Parental occupation (f)									
Senior management and qualified professionals	436.0	440.5	409.3	417.7	411.0	431.7	432.5	393.8	429.1
Other business managers and associated professionals	413.3	418.7	390.9	394.3	391.1	406.5	414.3	386.1	407.9
Tradespeople, clerks, skilled office, sales and service staff	393.2	403.4	370.9	376.9	377.9	390.8	396.4	359.1	389.2
Machine operators, hospitality staff, assistants, labourers	377.2	387.6	355.2	362.8	363.6	372.3	371.7	324.6	374.3
Not in paid work in previous 12 months	363.7	378.0	342.6	355.7	354.5	352.9	389.0	288.0	364.4
Not stated (g)	380.9	413.6	367.7	364.2	362.6	380.8	405.6	299.8	373.6

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.15 NAPLAN Mean scale scores for numeracy, year 3 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.16 NAPLAN Mean scale scores for reading, year 5 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (c)									
Bachelor degree or above	538.1	534.9	508.6	522.8	517.7	538.8	537.2	500.6	528.6
Advanced diploma/diploma	501.2	503.6	475.2	485.4	485.1	499.8	503.6	471.6	493.7
Certificate I to IV (d)	479.8	488.3	458.5	469.8	468.5	473.9	485.9	446.0	475.0
Year 12 or equivalent	483.5	490.5	460.4	469.5	469.4	471.1	492.8	455.0	477.2
Year 11 or equivalent or below	446.6	465.5	429.0	434.0	441.4	447.5	456.4	377.0	446.1
Not stated (e)	489.7	500.9	458.8	456.5	465.8	493.8	499.0	385.2	474.7
Parental occupation (f)									
Senior management and qualified professionals	535.5	536.3	506.2	519.1	514.4	535.6	533.6	491.8	526.2
Other business managers and associated professionals	509.9	510.3	481.4	491.1	490.9	498.3	513.3	480.8	500.7
Tradespeople, clerks, skilled office, sales and service staff	488.1	494.1	462.4	474.0	472.1	480.2	488.5	447.9	480.8
Machine operators, hospitality staff, assistants, labourers	470.3	478.7	441.1	454.8	455.7	457.7	476.0	402.9	463.6
Not in paid work in previous 12 months	453.1	465.7	430.5	437.9	446.1	438.0	467.9	361.8	451.7
Not stated (g)	483.3	509.9	456.2	455.2	459.1	470.9	493.9	384.9	469.9

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.



**Table NEA.5.16 NAPLAN Mean scale scores for reading, year 5 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.17 NAPLAN Mean scale scores for writing, year 5 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (c)									
Bachelor degree or above	523.8	519.2	502.2	507.0	510.1	509.9	514.6	483.2	515.2
Advanced diploma/diploma	499.6	497.4	479.1	483.1	490.1	489.1	491.3	462.4	491.9
Certificate I to IV (d)	483.4	485.5	465.1	470.1	473.8	470.8	482.9	444.8	477.1
Year 12 or equivalent	487.1	491.5	466.1	471.5	478.6	465.9	486.0	453.5	480.5
Year 11 or equivalent or below	458.8	471.1	436.0	439.3	450.9	448.7	452.4	362.9	453.8
Not stated (e)	489.2	494.8	463.5	451.9	468.8	474.1	484.8	370.9	473.4
Parental occupation (f)									
Senior management and qualified professionals	520.5	518.7	500.5	505.1	508.3	509.2	509.6	475.8	512.6
Other business managers and associated professionals	505.4	502.1	484.1	486.8	492.6	487.7	501.9	468.4	496.8
Tradespeople, clerks, skilled office, sales and service staff	491.2	491.3	468.2	474.0	480.6	475.5	484.6	448.7	482.7
Machine operators, hospitality staff, assistants, labourers	478.3	481.5	449.8	459.4	464.2	457.8	477.3	389.2	469.5
Not in paid work in previous 12 months	461.6	469.1	431.5	440.8	450.6	435.9	465.1	347.5	455.8
Not stated (g)	484.5	504.0	461.1	450.9	462.5	456.0	480.5	371.7	469.9

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.17 NAPLAN Mean scale scores for writing, year 5 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.18 NAPLAN Mean scale scores for numeracy, year 5 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (b)									
Bachelor degree or above	538.2	532.4	508.0	515.9	509.2	521.8	523.6	494.4	526.0
Advanced diploma/diploma	503.3	502.9	480.9	483.7	480.9	495.4	497.0	465.7	494.7
Certificate I to IV (c)	481.3	489.3	466.2	470.0	464.9	472.2	476.9	448.4	477.0
Year 12 or equivalent	487.5	493.0	467.0	470.3	467.4	467.3	488.2	458.6	480.2
Year 11 or equivalent or below	453.8	473.1	439.7	441.1	440.8	448.5	455.9	387.6	453.3
Not stated (d)	492.4	499.8	464.1	457.7	463.0	484.8	488.0	400.8	476.9
Parental occupation (e)									
Senior management and qualified professionals	533.0	531.3	505.4	512.3	506.7	518.2	520.2	488.5	522.0
Other business managers and associated professionals	511.1	509.6	486.2	489.8	485.8	496.8	504.2	474.9	501.1
Tradespeople, clerks, skilled office, sales and service staff	491.0	495.0	469.7	473.6	467.8	478.0	481.2	450.5	483.1
Machine operators, hospitality staff, assistants, labourers	476.0	484.0	450.9	456.3	455.7	454.7	471.7	407.3	469.0
Not in paid work in previous 12 months	458.6	473.3	438.3	445.0	442.9	436.1	458.4	373.2	457.7
Not stated (f)	487.3	508.0	462.4	457.0	456.7	465.9	485.0	400.5	473.2

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.18 NAPLAN Mean scale scores for numeracy, year 5 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.19 NAPLAN Mean scale scores for reading, year 7 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (c)									
Bachelor degree or above	590.6	587.5	574.2	584.5	581.3	590.7	595.8	558.1	585.7
Advanced diploma/diploma	555.7	555.0	545.4	552.6	552.2	565.1	567.3	526.9	553.2
Certificate I to IV (d)	533.8	539.0	529.6	537.4	537.0	534.4	544.9	508.3	534.8
Year 12 or equivalent	535.6	540.4	528.1	541.0	539.8	533.0	552.4	505.6	536.1
Year 11 or equivalent or below	504.0	515.6	501.2	511.1	512.4	508.0	522.0	445.7	507.5
Not stated (e)	534.1	563.7	530.6	523.3	532.0	539.1	557.1	459.3	533.8
Parental occupation (f)									
Senior management and qualified professionals	587.6	589.3	571.8	581.1	579.8	585.4	592.8	549.8	583.6
Other business managers and associated professionals	562.6	562.7	550.8	557.3	556.3	558.7	567.7	532.2	559.2
Tradespeople, clerks, skilled office, sales and service staff	541.7	542.7	530.6	540.8	541.2	542.9	549.1	510.2	539.3
Machine operators, hospitality staff, assistants, labourers	521.6	526.5	510.5	522.4	523.7	512.2	536.1	467.7	520.5
Not in paid work in previous 12 months	505.2	510.3	501.0	512.6	508.1	498.0	537.7	428.7	505.9
Not stated (g)	526.1	568.8	528.6	522.3	526.5	526.0	551.7	455.8	530.3

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.19 NAPLAN Mean scale scores for reading, year 7 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.20 NAPLAN Mean scale scores for writing, year 7 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (c)									
Bachelor degree or above	566.7	569.9	562.9	565.7	570.2	554.9	563.3	535.0	566.5
Advanced diploma/diploma	539.5	542.4	539.5	542.3	546.7	533.3	537.8	506.1	540.6
Certificate I to IV (d)	520.8	526.3	525.4	529.0	532.0	511.2	521.8	480.6	523.9
Year 12 or equivalent	526.4	533.7	526.0	530.9	537.6	504.1	537.0	478.2	529.0
Year 11 or equivalent or below	495.2	508.3	496.8	503.8	510.8	490.5	503.9	401.0	499.7
Not stated (e)	520.7	552.4	524.1	510.0	524.9	509.0	534.4	408.0	522.1
Parental occupation (f)									
Senior management and qualified professionals	562.8	570.4	560.4	562.6	568.7	552.9	559.5	524.8	563.8
Other business managers and associated professionals	544.9	547.7	542.9	546.0	550.2	531.4	541.6	513.7	545.1
Tradespeople, clerks, skilled office, sales and service staff	528.4	532.2	527.2	531.4	536.7	516.7	531.5	483.4	529.3
Machine operators, hospitality staff, assistants, labourers	514.1	518.7	509.5	516.8	523.1	493.7	523.7	435.1	514.2
Not in paid work in previous 12 months	494.7	503.6	493.4	503.9	505.7	472.6	506.0	370.2	496.7
Not stated (g)	514.2	556.7	522.5	509.7	519.2	498.6	529.1	404.0	519.0

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.



**Table NEA.5.20 NAPLAN Mean scale scores for writing, year 7 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.21 NAPLAN Mean scale scores for numeracy, year 7 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (c)									
Bachelor degree or above	596.4	588.6	583.5	585.4	577.6	577.5	585.0	552.2	589.0
Advanced diploma/diploma	556.4	555.0	552.4	552.1	546.0	551.7	555.3	522.8	553.8
Certificate I to IV (d)	531.9	536.6	538.4	538.3	530.0	522.9	532.7	503.4	534.3
Year 12 or equivalent	539.8	542.5	539.0	543.7	535.2	522.4	541.8	503.9	539.8
Year 11 or equivalent or below	503.8	516.3	510.8	512.7	510.0	499.2	510.7	448.0	508.9
Not stated (e)	534.3	566.5	538.4	525.7	528.1	528.2	546.8	461.0	536.3
Parental occupation (f)									
Senior management and qualified professionals	589.2	588.4	579.4	580.1	574.3	571.4	582.7	545.7	584.3
Other business managers and associated professionals	564.1	562.0	559.4	556.6	550.3	549.4	554.4	528.8	560.2
Tradespeople, clerks, skilled office, sales and service staff	541.7	542.6	540.1	541.1	535.3	531.1	535.7	505.0	540.5
Machine operators, hospitality staff, assistants, labourers	525.8	528.3	521.6	527.3	518.7	503.5	526.1	467.2	524.2
Not in paid work in previous 12 months	506.2	511.8	507.6	517.0	505.2	485.4	534.8	430.9	507.5
Not stated (g)	527.6	570.5	536.9	525.6	524.0	513.5	541.5	457.2	533.2

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.21 NAPLAN Mean scale scores for numeracy, year 7 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.22 NAPLAN Mean scale scores for reading, year 9 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (c)									
Bachelor degree or above	619.0	615.3	602.2	604.3	607.6	615.3	625.3	588.9	613.0
Advanced diploma/diploma	586.5	586.8	572.0	575.1	578.5	588.4	591.2	569.5	582.2
Certificate I to IV (d)	566.2	569.5	556.5	559.6	560.2	564.0	573.9	549.4	564.1
Year 12 or equivalent	570.9	573.2	555.8	563.4	565.0	561.1	577.5	555.6	567.0
Year 11 or equivalent or below	538.2	548.3	532.0	533.2	536.0	535.3	547.7	477.0	538.8
Not stated (e)	563.0	588.9	560.0	556.4	553.8	569.7	583.9	490.3	562.3
Parental occupation (f)									
Senior management and qualified professionals	615.8	616.9	594.0	600.0	603.1	608.7	620.7	580.7	609.0
Other business managers and associated professionals	593.3	591.7	576.7	576.8	581.4	584.0	596.2	579.1	587.3
Tradespeople, clerks, skilled office, sales and service staff	572.4	573.1	557.1	560.6	563.6	568.4	575.1	546.3	567.5
Machine operators, hospitality staff, assistants, labourers	554.6	556.5	538.4	544.3	547.4	547.2	554.8	508.0	550.9
Not in paid work in previous 12 months	538.9	543.3	528.0	533.4	530.3	525.4	552.4	455.1	537.5
Not stated (g)	552.9	596.4	557.1	554.3	548.5	555.0	579.7	487.3	558.3

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.22 NAPLAN Mean scale scores for reading, year 9 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.23 NAPLAN Mean scale scores for writing, year 9 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (c)									
Bachelor degree or above	606.5	613.8	599.9	601.6	605.2	597.5	602.9	570.5	606.3
Advanced diploma/diploma	575.6	583.0	573.8	575.0	579.2	570.1	573.9	556.7	577.1
Certificate I to IV (d)	554.0	563.8	556.5	558.0	559.3	549.8	557.0	524.2	557.3
Year 12 or equivalent	562.6	573.6	558.8	561.0	566.8	553.0	565.3	530.7	564.8
Year 11 or equivalent or below	525.3	545.4	530.1	528.8	534.6	521.4	525.9	443.2	531.9
Not stated (e)	549.1	590.5	560.2	551.4	552.8	548.4	566.0	440.5	556.8
Parental occupation (f)									
Senior management and qualified professionals	602.7	614.9	593.2	597.2	601.3	592.9	598.9	562.7	602.3
Other business managers and associated professionals	581.1	587.1	578.0	575.9	581.2	566.3	575.8	558.5	581.1
Tradespeople, clerks, skilled office, sales and service staff	561.7	569.0	557.7	558.8	564.3	557.1	565.3	531.8	562.5
Machine operators, hospitality staff, assistants, labourers	544.9	554.9	538.3	543.5	546.1	532.2	542.3	467.8	546.1
Not in paid work in previous 12 months	525.1	540.6	524.1	525.5	529.5	508.0	541.8	410.7	529.8
Not stated (g)	539.6	598.9	556.3	549.3	546.6	535.7	559.3	437.5	552.1

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.

**Table NEA.5.23 NAPLAN Mean scale scores for writing, year 9 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.24 NAPLAN Mean scale scores for numeracy, year 9 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
Parental education (c)									
Bachelor degree or above	639.4	628.9	612.4	616.6	614.9	613.6	629.7	592.4	627.4
Advanced diploma/diploma	598.8	594.6	582.8	585.7	583.0	587.9	596.3	573.3	591.9
Certificate I to IV (d)	574.4	577.4	568.3	568.7	563.6	566.4	572.6	551.7	572.3
Year 12 or equivalent	588.0	585.2	570.6	575.0	571.0	567.5	582.4	557.5	580.3
Year 11 or equivalent or below	549.5	558.9	546.2	544.7	544.1	540.5	548.7	492.6	549.9
Not stated (e)	573.8	602.5	574.1	570.7	560.8	566.1	582.0	497.5	574.5
Parental occupation (f)									
Senior management and qualified professionals	631.0	627.2	604.3	611.5	609.3	608.3	624.9	580.0	620.3
Other business managers and associated professionals	605.6	601.2	587.7	588.1	586.7	585.3	596.9	581.6	597.4
Tradespeople, clerks, skilled office, sales and service staff	583.5	581.7	570.2	569.9	568.3	572.0	573.2	553.1	577.4
Machine operators, hospitality staff, assistants, labourers	569.8	569.2	552.4	556.1	553.1	548.4	560.0	513.1	563.5
Not in paid work in previous 12 months	552.5	556.3	543.7	541.9	537.9	527.4	562.7	471.3	550.0
Not stated (g)	566.0	609.9	570.8	568.3	555.5	556.6	581.8	496.2	570.9

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

(c) The higher level of school or non-school education that either parent/guardian has completed is reported.

(d) Certificate I to IV includes Australian Qualifications Framework (AQF) trade certificates.

(e) Parental education may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

(f) The higher occupational group of either parent/guardian is reported.



**Table NEA.5.24 NAPLAN Mean scale scores for numeracy, year 9 students, by State and Territory, by parental education and parental occupation, 2010 (scale score) (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>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.5.25 for further detail.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.25 Proportion of students with parental education and parental occupation not stated, by State and Territory, by year, by learning domain, 2010 (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>
Proportion of students with parental education not stated									
Year 3 reading	11	7	17	24	18	8	17	48	13
Year 3 writing	11	7	17	24	18	8	17	48	13
Year 3 numeracy	11	7	17	24	18	8	17	48	13
Year 5 reading	23	11	20	25	24	12	20	58	20
Year 5 writing	23	11	20	25	24	12	20	58	20
Year 5 numeracy	23	11	20	25	24	12	20	58	20
Year 7 reading	13	10	26	25	25	12	18	42	18
Year 7 writing	13	10	26	25	25	12	18	42	18
Year 7 numeracy	13	10	26	25	25	12	18	42	18
Year 9 reading	13	11	27	38	19	11	16	41	19
Year 9 writing	13	11	27	38	19	11	16	41	19
Year 9 numeracy	13	11	27	38	19	11	16	41	19
Proportion of students with parental occupation not stated									
Year 3 reading	17	6	20	30	23	12	23	49	17
Year 3 writing	17	6	20	30	23	12	23	49	17
Year 3 numeracy	17	6	20	30	23	12	23	49	17
Year 5 reading	28	7	23	31	26	10	23	59	22
Year 5 writing	28	7	23	31	26	10	23	59	22
Year 5 numeracy	28	7	23	31	26	10	23	59	22
Year 7 reading	20	10	27	30	26	10	27	41	21
Year 7 writing	20	10	27	30	26	10	27	42	21
Year 7 numeracy	20	10	27	30	26	10	27	41	21
Year 9 reading	18	10	31	42	22	12	26	42	22
Year 9 writing	18	10	31	42	22	12	26	42	22
Year 9 numeracy	18	10	31	42	22	12	26	42	22

**Table NEA.5.25 Proportion of students with parental education and parental occupation not stated, by State and Territory, by year, by learning domain, 2010 (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>
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(a) Parental education and parental occupation may not have been stated on enrolment forms.

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.26 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	85.5	87.0	77.4	67.4	74.9	87.7	83.0	43.0	75.1
Non-Indigenous students	95.7	95.9	93.2	93.9	93.9	94.3	96.0	90.7	95.0
<b>All students</b>	<b>95.3</b>	<b>95.4</b>	<b>92.1</b>	<b>91.7</b>	<b>93.2</b>	<b>93.8</b>	<b>95.7</b>	<b>69.7</b>	<b>93.9</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.27 Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	90.2	91.7	81.2	70.4	80.1	92.8	84.6	45.3	79.0
Non-Indigenous students	97.1	96.8	94.8	96.8	96.3	96.9	96.9	94.2	96.6
<b>All students</b>	<b>96.8</b>	<b>96.3</b>	<b>93.8</b>	<b>94.6</b>	<b>95.7</b>	<b>96.6</b>	<b>96.6</b>	<b>72.6</b>	<b>95.5</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.28 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	83.9	86.5	79.7	73.7	75.8	89.0	84.4	46.1	76.6
Non-Indigenous students	95.6	95.9	94.5	95.3	93.9	95.1	96.9	93.0	95.3
<b>All students</b>	<b>95.0</b>	<b>95.4</b>	<b>93.4</b>	<b>93.5</b>	<b>93.2</b>	<b>94.6</b>	<b>96.6</b>	<b>72.4</b>	<b>94.3</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.29 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	77.7	84.8	66.4	54.1	66.3	84.3	78.9	31.3	66.2
Non-Indigenous students	93.7	94.6	90.0	91.8	91.0	91.5	94.5	89.4	92.7
<b>All students</b>	<b>93.0</b>	<b>94.2</b>	<b>88.2</b>	<b>89.1</b>	<b>90.1</b>	<b>90.7</b>	<b>94.2</b>	<b>64.4</b>	<b>91.3</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.30 Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	83.5	85.6	71.3	59.6	71.7	88.2	83.2	30.2	70.5
Non-Indigenous students	95.7	95.1	92.0	94.0	93.5	93.5	95.1	89.3	94.4
<b>All students</b>	<b>95.2</b>	<b>94.8</b>	<b>90.4</b>	<b>91.5</b>	<b>92.6</b>	<b>92.7</b>	<b>94.8</b>	<b>63.8</b>	<b>93.1</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.



**Table NEA.5.31 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	80.9	87.4	73.5	61.9	68.6	86.6	82.1	37.7	71.4
Non-Indigenous students	95.3	96.0	94.1	94.6	93.2	94.1	95.6	93.1	95.0
<b>All students</b>	<b>94.7</b>	<b>95.7</b>	<b>92.6</b>	<b>92.3</b>	<b>92.2</b>	<b>93.2</b>	<b>95.3</b>	<b>69.2</b>	<b>93.7</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.32 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	82.8	87.7	80.5	69.9	78.4	86.5	88.5	40.4	76.6
Non-Indigenous students	95.6	96.5	95.7	96.0	95.9	95.4	97.1	93.1	95.9
<b>All students</b>	<b>95.0</b>	<b>96.2</b>	<b>94.6</b>	<b>94.3</b>	<b>95.3</b>	<b>94.3</b>	<b>96.9</b>	<b>71.5</b>	<b>94.9</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.33 Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	77.0	81.2	76.1	60.0	70.9	77.9	81.8	27.5	69.8
Non-Indigenous students	94.1	93.9	93.5	94.4	94.4	90.5	94.9	86.6	93.9
<b>All students</b>	<b>93.4</b>	<b>93.6</b>	<b>92.2</b>	<b>92.1</b>	<b>93.5</b>	<b>89.0</b>	<b>94.6</b>	<b>62.7</b>	<b>92.6</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.34 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	80.8	85.5	82.5	72.4	77.9	87.8	85.6	41.8	77.0
Non-Indigenous students	95.6	96.4	96.4	96.5	95.9	95.3	97.1	93.5	96.1
<b>All students</b>	<b>94.9</b>	<b>96.1</b>	<b>95.4</b>	<b>94.8</b>	<b>95.2</b>	<b>94.2</b>	<b>96.8</b>	<b>72.4</b>	<b>95.1</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.35 Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	71.2	76.6	65.8	54.7	58.6	79.8	84.0	32.1	64.2
Non-Indigenous students	92.1	93.7	91.2	91.6	90.9	91.8	93.9	91.1	92.2
<b>All students</b>	<b>91.2</b>	<b>93.3</b>	<b>89.5</b>	<b>89.3</b>	<b>89.9</b>	<b>90.2</b>	<b>93.7</b>	<b>68.1</b>	<b>90.8</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.36 Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	63.3	71.4	64.9	49.6	55.0	69.7	71.3	24.1	59.0
Non-Indigenous students	88.7	89.7	88.2	88.6	88.0	84.6	89.4	82.0	88.7
<b>All students</b>	<b>87.5</b>	<b>89.3</b>	<b>86.6</b>	<b>86.2</b>	<b>86.9</b>	<b>82.9</b>	<b>89.0</b>	<b>59.6</b>	<b>87.2</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

**Table NEA.5.37 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2010 (per cent) (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>
Indigenous students (c)	74.9	80.9	74.5	63.7	66.1	84.9	83.1	36.3	70.4
Non-Indigenous students	94.0	95.2	94.5	93.9	93.0	93.6	95.0	92.5	94.3
<b>All students</b>	<b>93.1</b>	<b>94.8</b>	<b>93.1</b>	<b>92.0</b>	<b>92.1</b>	<b>92.4</b>	<b>94.7</b>	<b>70.5</b>	<b>93.1</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA.5.38 **NAPLAN Mean scale scores for reading, Year 3 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	357.8	374.3	333.2	308.4	330.4	376.5	374.8	246.3	330.8
Non-Indigenous students	424.4	431.2	397.7	407.0	404.2	416.5	440.5	392.0	418.6
<b>All students</b>	<b>421.7</b>	<b>430.6</b>	<b>393.0</b>	<b>398.7</b>	<b>401.6</b>	<b>414.0</b>	<b>439.1</b>	<b>328.7</b>	<b>414.3</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.



Table NEA.5.39 **NAPLAN Mean scale scores for writing, Year 3 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	374.3	385.4	345.8	312.9	342.6	383.4	385.6	252.9	342.2
Non-Indigenous students	431.4	429.2	406.8	408.1	413.2	416.0	435.1	391.1	422.6
<b>All students</b>	<b>429.0</b>	<b>428.7</b>	<b>402.4</b>	<b>400.2</b>	<b>410.7</b>	<b>413.5</b>	<b>434.0</b>	<b>330.7</b>	<b>418.6</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA.5.40 **NAPLAN Mean scale scores for numeracy, Year 3 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	342.5	359.4	327.4	311.5	321.3	359.2	361.7	266.0	325.3
Non-Indigenous students	403.5	411.2	382.6	389.3	382.0	395.7	413.8	377.0	399.0
<b>All students</b>	<b>401.0</b>	<b>410.5</b>	<b>378.5</b>	<b>382.8</b>	<b>379.9</b>	<b>393.4</b>	<b>412.6</b>	<b>329.4</b>	<b>395.4</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA.5.41 **NAPLAN Mean scale scores for reading, Year 5 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	433.3	454.4	411.3	387.3	408.8	451.9	430.6	326.7	409.6
Non-Indigenous students	498.7	502.7	473.4	484.5	479.1	488.0	510.4	475.4	491.4
<b>All students</b>	<b>496.2</b>	<b>502.2</b>	<b>468.7</b>	<b>477.5</b>	<b>476.5</b>	<b>484.6</b>	<b>508.6</b>	<b>412.1</b>	<b>487.4</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA.5.42 **NAPLAN Mean scale scores for writing, Year 5 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	440.8	451.4	415.7	385.2	412.4	448.7	443.8	313.6	411.5
Non-Indigenous students	496.8	496.9	476.2	479.9	482.1	478.1	495.9	463.9	489.1
<b>All students</b>	<b>494.6</b>	<b>496.4</b>	<b>471.6</b>	<b>473.0</b>	<b>479.5</b>	<b>474.8</b>	<b>494.7</b>	<b>399.8</b>	<b>485.2</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA.5.43 **NAPLAN Mean scale scores for numeracy, Year 5 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	435.8	457.0	419.5	398.0	406.9	450.0	434.7	351.6	416.9
Non-Indigenous students	501.0	503.2	478.5	483.0	475.2	482.8	500.2	472.7	492.6
<b>All students</b>	<b>498.4</b>	<b>502.7</b>	<b>474.1</b>	<b>476.8</b>	<b>472.6</b>	<b>479.4</b>	<b>498.7</b>	<b>421.5</b>	<b>488.8</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA.5.44 **NAPLAN Mean scale scores for reading, Year 7 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	488.3	504.9	480.8	463.5	482.3	502.9	511.3	412.4	477.0
Non-Indigenous students	551.2	554.0	541.9	550.3	545.3	546.7	568.8	539.2	549.6
<b>All students</b>	<b>548.6</b>	<b>553.3</b>	<b>537.5</b>	<b>544.5</b>	<b>543.2</b>	<b>541.8</b>	<b>567.3</b>	<b>487.7</b>	<b>546.0</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA.5.45 **NAPLAN Mean scale scores for writing, Year 7 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	473.5	493.7	474.5	441.3	463.6	479.7	493.9	356.4	459.7
Non-Indigenous students	535.7	541.4	535.5	538.6	539.7	520.1	542.6	511.9	537.3
<b>All students</b>	<b>533.0</b>	<b>540.8</b>	<b>531.2</b>	<b>532.2</b>	<b>537.1</b>	<b>515.7</b>	<b>541.4</b>	<b>449.2</b>	<b>533.5</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA.5.46 **NAPLAN Mean scale scores for numeracy, Year 7 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	483.0	497.6	488.0	467.6	477.3	497.1	498.4	416.5	477.5
Non-Indigenous students	553.2	554.3	550.7	551.4	540.7	535.0	557.8	534.1	551.4
<b>All students</b>	<b>550.1</b>	<b>553.6</b>	<b>546.2</b>	<b>545.8</b>	<b>538.5</b>	<b>530.6</b>	<b>556.2</b>	<b>486.6</b>	<b>547.8</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.



Table NEA.5.47 **NAPLAN Mean scale scores for reading, Year 9 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	518.4	526.2	508.5	490.9	496.1	531.4	550.1	445.1	505.6
Non-Indigenous students	580.8	582.8	568.9	571.0	569.3	574.4	595.7	572.7	577.1
<b>All students</b>	<b>578.2</b>	<b>582.1</b>	<b>564.9</b>	<b>565.7</b>	<b>567.1</b>	<b>569.9</b>	<b>594.8</b>	<b>523.6</b>	<b>573.7</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA.5.48 **NAPLAN Mean scale scores for writing, Year 9 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	497.9	520.6	503.4	472.0	483.0	510.9	518.3	386.9	488.1
Non-Indigenous students	569.1	580.1	569.1	568.6	568.8	559.1	577.0	553.2	571.6
<b>All students</b>	<b>566.1</b>	<b>579.5</b>	<b>564.7</b>	<b>562.5</b>	<b>566.3</b>	<b>554.1</b>	<b>575.9</b>	<b>489.4</b>	<b>567.7</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NEA.5.49 **NAPLAN Mean scale scores for numeracy, Year 9 students, by Indigenous status, 2010 (scale score) (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>
Indigenous students (c)	523.5	536.5	521.6	502.6	506.1	538.4	547.2	456.9	515.2
Non-Indigenous students	594.6	593.6	581.4	583.2	575.1	575.8	598.2	575.2	588.5
<b>All students</b>	<b>591.5</b>	<b>592.8</b>	<b>577.4</b>	<b>577.9</b>	<b>573.1</b>	<b>571.4</b>	<b>597.2</b>	<b>529.9</b>	<b>585.1</b>

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

(b) Analysis of differences across jurisdictions or over time requires consideration of relevant confidence intervals. Different confidence intervals are relevant to different analyses, and if required should be requested from the data provider.

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

# **NEA Indicator 6:**

## **Proportion of students in the bottom and top levels of performance in international testing**

**Table NEA 6.1 Proportion of students that achieved at each level in the overall reading literacy scale, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
	Estimate									
Level 5 and Level 6 (b)	13.0	11.8	14.0	14.5	9.5	7.3	18.4	8.7	12.8	7.6
Level 6 (d)	2.4	1.8	2.6	2.1	0.8	0.9	3.1	1.2	2.1	0.8
Level 5	10.7	10.0	11.5	12.4	8.7	6.4	15.3	7.5	10.7	6.8
Level 4	24.2	23.6	24.0	26.4	23.0	19.8	27.9	19.9	24.1	20.7
Level 3 and above (c)	65.5	65.2	66.5	67.8	62.8	51.9	70.2	52.8	65.3	57.2
Level 3	28.3	29.8	28.4	26.8	30.2	24.8	23.9	24.1	28.5	28.9
Level 2	20.3	20.4	20.0	19.7	22.3	25.2	16.8	22.8	20.4	24.0
Level 1 and below (e)	14.1	14.4	13.6	12.5	14.9	22.9	12.9	24.4	14.2	18.8
Level 1A (d)	9.7	10.5	9.6	8.3	11.0	14.9	8.6	12.8	10.0	13.1
Level 1B (d)	3.6	3.2	3.0	3.1	2.9	5.9	3.3	7.0	3.3	4.6
Below Level 1b	0.9	0.7	1.0	1.1	1.0	2.1	1.0	4.6	1.0	1.1
	Relative standard error									
Level 5 and Level 6 (b)	14.2	9.4	16.2	12.1	11.3	18.1	11.3	14.7	6.0	1.5
Level 6	33.9	24.7	29.4	31.1	24.4	47.3	28.7	38.3	14.7	4.2
Level 5	11.9	9.2	14.8	12.9	12.3	17.3	10.9	15.6	5.0	1.5
Level 4	5.0	6.0	6.7	9.1	5.8	8.4	6.3	9.9	2.7	0.8
Level 3 and above (c)	2.9	3.4	3.8	4.0	3.2	4.9	3.2	4.4	1.4	0.4
Level 3	4.5	5.6	6.0	7.0	4.5	6.2	7.1	9.7	2.6	0.6
Level 2	5.1	7.3	8.3	8.0	5.8	7.7	9.9	9.6	2.8	0.7
Level 1 and below (e)	9.5	10.2	10.8	12.8	11.1	8.8	11.2	8.9	4.1	1.0
Level 1A (d)	8.4	11.4	10.6	13.1	9.6	10.7	13.5	12.5	3.9	1.0
Level 1B (d)	15.9	15.8	18.5	30.6	25.0	15.5	23.9	20.0	8.2	1.8
Below Level 1b	28.7	33.6	32.3	44.5	43.3	22.3	36.4	17.5	12.3	4.0
	95 per cent confidence interval									
Level 5 and Level 6 (b)	3.7	2.2	4.5	3.5	2.2	2.6	4.2	2.6	1.5	0.2

Table NEA 6.1

**Table NEA 6.1 Proportion of students that achieved at each level in the overall reading literacy scale, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 6	1.6	0.9	1.5	1.3	0.4	0.8	1.8	0.9	0.6	0.1
Level 5	2.5	1.8	3.4	3.2	2.2	2.2	3.4	2.4	1.1	0.2
Level 4	2.4	2.8	3.2	4.8	2.7	3.3	3.5	3.9	1.3	0.3
Level 3 and above (c)	3.9	4.5	5.1	5.4	4.0	5.1	4.5	4.6	1.8	0.5
Level 3	2.5	3.3	3.4	3.8	2.7	3.1	3.4	4.7	1.5	0.3
Level 2	2.1	3.0	3.3	3.2	2.6	3.9	3.3	4.4	1.1	0.3
Level 1 and below (e)	2.7	2.9	2.9	3.2	3.3	4.0	2.9	4.3	1.2	0.4
Level 1A (d)	1.6	2.4	2.0	2.2	2.1	3.2	2.3	3.2	0.8	0.3
Level 1B (d)	1.1	1.0	1.1	1.9	1.4	1.8	1.6	2.8	0.5	0.2
Below Level 1b (d)	0.5	0.5	0.6	1.0	0.9	0.9	0.7	1.6	0.2	0.1

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(c) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(d) In PISA 2009, the reading literacy proficiency scale has been expanded from the five levels identified in PISA 2000-PISA 2006, to seven levels. The new levels describe the reading literacy skills at each end of the proficiency scale – those students with very high or very low reading proficiency. A new level (Level 6) located above Level 5 describes the reading literacy skills of students with very high levels of reading proficiency. At the other end of the proficiency scale, Level 1 has been re-labelled as Level 1a and a new level (Level 1b) and an unbounded region, Below Level 1b, have been introduced to describe the skills of those students who previously were simply described as not having achieved Level 1.

(e) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA 6.2 Proportion of students that achieved at each level in the overall mathematical literacy scale, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD ave</i>
	Estimate									
Level 5 and Level 6 (b)	15.8	14.9	18.1	21.9	13.5	10.2	21.2	10.1	16.4	12.7
Level 6	4.7	3.7	5.2	6.1	2.4	1.9	6.7	2.5	4.5	3.1
Level 5	11.0	11.2	12.9	15.8	11.1	8.2	14.6	7.6	11.9	9.6
Level 4	21.0	21.6	21.7	24.0	22.3	17.5	24.3	20.0	21.7	18.9
Level 3 and above (c)	63.0	63.2	65.1	69.2	62.6	52.4	69.1	54.3	63.9	56.0
Level 3	26.2	26.7	25.2	23.4	26.8	24.8	23.6	24.2	25.8	24.3
Level 2	20.5	21.3	19.6	17.5	21.4	23.2	17.3	21.8	20.3	22.0
Level 1 and below (d)	16.5	15.6	15.3	13.3	16.0	24.4	13.6	23.9	15.9	22.0
Level 1	11.0	10.9	10.4	8.6	11.6	15.6	8.6	12.2	10.8	14.0
Below Level 1	5.5	4.7	4.9	4.8	4.3	8.8	5.1	11.7	5.1	8.0
	Relative standard error									
Level 5 and Level 6 (b)	12.2	8.8	15.7	11.1	13.4	12.9	11.3	16.1	5.6	1.2
Level 6	27.2	17.0	32.2	19.7	26.3	30.9	23.3	27.3	12.6	2.5
Level 5	9.9	8.1	11.2	12.3	14.9	14.6	12.6	18.6	4.5	1.2
Level 4	5.7	6.2	5.6	6.5	5.7	10.4	8.1	10.7	2.6	0.8
Level 3 and above (c)	2.8	3.7	4.2	4.3	3.6	4.9	3.5	4.5	1.5	0.4
Level 3	4.2	4.6	5.8	6.0	5.8	6.1	8.7	8.8	2.1	0.7
Level 2	5.3	6.1	9.0	8.1	6.2	8.7	10.2	10.2	3.0	0.7
Level 1 and below (d)	7.6	10.6	9.6	14.5	11.0	9.4	15.2	11.2	4.2	0.8
Level 1	7.9	11.6	10.2	15.5	11.4	12.1	18.5	17.3	4.9	1.0
Below Level 1	13.3	15.0	14.7	21.4	24.6	16.0	17.1	14.9	6.5	1.5
	95 per cent confidence interval									
Level 5 and Level 6 (b)	3.8	2.6	5.7	4.8	3.6	2.6	4.8	3.3	1.8	0.3
Level 6	2.6	1.2	3.4	2.4	1.3	1.2	3.1	1.4	1.1	0.2
Level 5	2.2	1.8	2.9	3.9	3.3	2.4	3.7	2.8	1.1	0.2

**Table NEA 6.2 Proportion of students that achieved at each level in the overall mathematical literacy scale, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 4	2.4	2.7	2.4	3.1	2.5	3.6	3.9	4.3	1.1	0.3
Level 3 and above (c)	3.5	4.7	5.5	5.9	4.5	5.1	4.9	4.9	2.0	0.5
Level 3	2.2	2.5	2.9	2.8	3.1	3.0	4.1	4.3	1.1	0.3
Level 2	2.2	2.6	3.5	2.8	2.7	4.0	3.5	4.5	1.2	0.3
Level 1 and below (d)	2.5	3.3	2.9	3.9	3.5	4.6	4.1	5.4	1.3	0.4
Level 1	1.8	2.5	2.1	2.7	2.6	3.8	3.2	4.2	1.1	0.3
Below Level 1	1.5	1.4	1.4	2.0	2.1	2.8	1.7	3.5	0.7	0.2

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(c) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).



**Table NEA 6.3 Proportion of students that achieved at each level in the overall scientific literacy scale, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD ave</i>
	Estimate									
Level 5 and Level 6 (b)	15.3	12.9	15.3	18.2	10.5	8.3	20.3	10.0	14.5	8.5
Level 6	3.6	2.4	3.6	3.5	1.5	1.4	5.0	1.2	3.1	1.1
Level 5	11.7	10.6	11.6	14.7	8.9	6.9	15.3	8.8	11.5	7.4
Level 4	25.2	23.1	24.2	26.6	24.9	20.4	28.6	20.8	24.5	20.6
Level 3 and above (c)	68.7	65.3	67.7	71.4	66.4	56.6	73.6	56.9	67.5	57.7
Level 3	28.2	29.2	28.3	26.6	31.0	27.8	24.6	26.1	28.4	28.6
Level 2	19.0	21.2	20.4	18.1	21.3	23.9	15.5	21.2	20.0	24.4
Level 1 and below (d)	12.3	13.5	11.8	10.5	12.3	19.6	11.0	22.0	12.6	18.0
Level 1	8.8	10.1	8.9	7.3	9.4	13.9	7.8	12.0	9.2	13.0
Below Level 1	3.6	3.3	2.9	3.2	2.9	5.7	3.2	10.0	3.4	5.0
	Relative standard error									
Level 5 and Level 6 (b)	12.1	9.9	14.7	12.9	11.2	16.1	11.0	17.9	5.6	1.4
Level 6	32.8	23.0	30.2	25.7	26.6	30.6	24.6	53.2	16.1	3.5
Level 5	10.3	10.9	11.6	12.3	12.9	18.8	12.0	20.5	5.1	1.4
Level 4	6.8	5.9	5.5	8.8	7.3	9.3	4.8	11.6	2.7	0.8
Level 3 and above (c)	2.6	3.3	3.5	4.0	3.3	4.2	2.7	5.4	1.3	0.4
Level 3	4.8	5.1	5.0	6.5	5.1	6.7	6.9	9.8	2.3	0.6
Level 2	4.9	5.3	7.7	9.1	7.3	6.4	8.6	8.7	2.9	0.7
Level 1 and below (d)	10.4	10.7	11.6	14.8	14.2	9.9	11.8	11.4	4.9	1.0
Level 1	10.8	11.7	11.4	14.4	15.1	11.2	15.3	12.5	5.3	1.1
Below Level 1	17.1	15.2	20.1	23.8	25.9	17.4	21.2	17.1	7.9	2.0
	95 per cent confidence interval									
Level 5 and Level 6 (b)	3.7	2.6	4.5	4.7	2.3	2.7	4.5	3.6	1.6	0.2
Level 6	2.3	1.1	2.2	1.8	0.8	0.9	2.5	1.3	1.0	0.1
Level 5	2.4	2.3	2.7	3.6	2.3	2.6	3.7	3.6	1.2	0.2

**Table NEA 6.3 Proportion of students that achieved at each level in the overall scientific literacy scale, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 4	3.4	2.7	2.6	4.7	3.6	3.8	2.8	4.8	1.3	0.3
Level 3 and above (c)	3.5	4.3	4.8	5.7	4.3	4.8	4.0	6.1	1.7	0.5
Level 3	2.7	3.0	2.8	3.5	3.2	3.7	3.4	5.1	1.3	0.3
Level 2	1.9	2.3	3.1	3.3	3.1	3.0	2.7	3.7	1.2	0.3
Level 1 and below (d)	2.6	2.9	2.7	3.1	3.5	3.9	2.6	5.0	1.2	0.4
Level 1	1.9	2.4	2.0	2.1	2.8	3.1	2.4	3.0	1.0	0.3
Below Level 1	1.2	1.0	1.2	1.5	1.5	2.0	1.3	3.4	0.5	0.2

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(c) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA 6.4 Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
	Estimate									
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	82.1	82.8	85.1	86.1	76.7	80.3	86.1	71.3	82.9	76.7
Level 5 and Level 6 (c)	24.6	22.5	26.1	26.7	18.7	17.2	29.1	21.1	24.2	15.5
Level 1 and below (d)	5.8	5.8	4.1	3.2	7.6	5.1	4.7	10.2	5.3	7.5
Third quartile										
Level 3 and above (b)	72.5	72.9	72.7	77.5	70.3	63.4	72.7	64.3	72.8	63.2
Level 5 and Level 6 (c)	14.6	13.1	18.8	16.2	13.2	10.9	17.2	7.6	15.1	8.1
Level 1 and below (d)	8.9	9.2	9.2	5.8	11.9	16.8	10.2	16.0	9.2	13.8
Second quartile										
Level 3 and above (b)	60.2	62.5	63.6	64.3	66.0	52.5	54.7	53.3	62.0	52.5
Level 5 and Level 6 (c)	7.8	8.1	8.5	10.1	7.4	4.9	8.5	8.5	8.2	5.0
Level 1 and below (d)	16.6	13.2	14.7	13.3	12.2	19.7	19.3	22.9	14.8	20.2
Lowest quartile										
Level 3 and above (b)	48.9	45.2	50.0	46.4	45.4	32.3	38.0	31.6	46.9	38.5
Level 5 and Level 6 (c)	5.1	3.9	5.0	6.9	2.0	2.2	0.7	2.7	4.5	2.5
Level 1 and below (d)	23.4	26.0	21.5	24.7	22.5	35.1	32.6	40.7	24.3	31.8
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	80.4	80.0	81.9	84.1	75.8	79.0	86.2	74.1	80.8	75.7
Level 5 and Level 6 (c)	23.6	21.2	23.4	25.1	16.0	19.7	25.8	20.0	22.6	14.9
Level 1 and below (d)	5.8	7.2	4.7	2.6	8.1	6.7	5.1	9.3	5.8	7.7
Third quartile										

**Table NEA 6.4 Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 3 and above (b)	73.1	74.5	75.0	75.2	70.9	60.3	73.4	53.5	73.4	64.0
Level 5 and Level 6 (c)	15.2	14.5	18.4	17.2	13.8	7.7	20.1	7.7	15.7	8.5
Level 1 and below (d)	9.3	8.5	10.1	9.4	12.0	15.4	9.8	23.3	9.8	13.1
Second quartile										
Level 3 and above (b)	62.7	64.0	63.3	66.0	65.1	55.5	60.4	56.8	63.4	53.8
Level 5 and Level 6 (c)	9.8	9.3	11.4	11.2	7.5	6.0	13.1	5.9	10.0	5.4
Level 1 and below (d)	13.9	12.1	12.6	11.5	10.8	19.2	16.0	19.9	12.9	19.4
Lowest quartile										
Level 3 and above (b)	53.2	50.9	54.6	54.2	48.7	34.6	41.3	35.7	51.9	40.8
Level 5 and Level 6 (c)	5.3	4.8	6.1	7.9	3.1	2.3	3.2	3.0	5.3	2.8
Level 1 and below (d)	20.6	21.4	19.7	19.6	21.4	32.6	28.9	34.8	21.1	29.7
Relative standard error										
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	2.3	2.4	2.4	2.7	4.2	5.2	2.7	7.4	1.1	0.4
Level 5 and Level 6 (c)	15.3	11.8	16.4	15.3	17.9	25.1	10.6	22.4	6.7	1.8
Level 1 and below (d)	19.1	21.9	22.9	40.3	14.1	35.3	27.6	27.6	9.9	2.3
Third quartile										
Level 3 and above (b)	3.0	3.1	4.3	4.2	5.8	5.5	6.2	7.4	1.7	0.5
Level 5 and Level 6 (c)	16.5	19.0	17.0	21.2	17.5	19.8	18.2	30.6	8.2	2.1
Level 1 and below (d)	14.0	17.9	17.5	20.0	21.2	13.8	20.0	25.1	7.6	1.6
Second quartile										
Level 3 and above (b)	4.3	4.7	5.2	5.6	5.5	6.8	8.2	7.6	2.1	0.6
Level 5 and Level 6 (c)	14.6	17.3	20.9	26.6	21.8	31.7	34.4	23.7	8.9	2.8
Level 1 and below (d)	10.4	13.6	15.9	17.7	19.3	14.6	21.6	15.8	5.7	1.3

**Table NEA 6.4 Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Lowest quartile										
Level 3 and above (b)	6.0	7.7	6.7	8.3	5.8	8.7	17.4	9.9	2.8	0.9
Level 5 and Level 6 (c)	23.1	28.2	27.1	21.3	46.0	29.6	165.5	56.9	11.2	4.4
Level 1 and below (d)	11.2	9.7	10.7	13.0	12.9	7.7	19.6	9.1	4.7	1.1
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	2.4	2.4	2.6	3.2	5.1	4.6	2.8	5.5	1.1	0.4
Level 5 and Level 6 (c)	14.8	10.9	17.6	16.0	19.4	21.3	12.1	18.5	7.1	1.8
Level 1 and below (d)	18.7	16.5	23.1	51.6	22.4	45.2	26.4	20.5	8.8	2.2
Third quartile										
Level 3 and above (b)	3.1	3.8	3.9	5.8	4.7	5.4	4.7	7.9	1.6	0.5
Level 5 and Level 6 (c)	13.8	15.8	17.1	24.2	17.0	27.2	14.7	30.0	7.0	2.2
Level 1 and below (d)	14.9	19.2	19.9	25.9	17.6	18.7	23.3	18.2	7.9	1.7
Second quartile										
Level 3 and above (b)	3.9	4.5	5.0	3.5	5.8	5.4	8.3	6.8	1.9	0.6
Level 5 and Level 6 (c)	17.0	18.9	21.2	24.1	31.5	25.2	32.7	34.8	10.2	2.7
Level 1 and below (d)	10.9	15.6	13.9	13.9	21.9	16.3	21.3	18.7	5.8	1.4
Lowest quartile										
Level 3 and above (b)	5.3	6.4	6.7	6.6	5.4	9.0	13.6	12.1	2.6	0.8
Level 5 and Level 6 (c)	24.8	28.1	24.2	21.1	34.5	31.7	64.4	75.5	11.4	3.9
Level 1 and below (d)	11.5	10.3	12.0	11.0	13.9	8.8	19.8	11.3	4.9	1.1
95 per cent confidence interval										
Socio-economic status (ESCS)										
Highest quartile										

**Table NEA 6.4 Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 3 and above (b)	3.9	4.0	4.2	4.6	6.4	8.3	4.7	10.6	1.8	0.6
Level 5 and Level 6 (c)	7.5	5.3	8.6	8.2	6.7	8.6	6.2	9.4	3.2	0.5
Level 1 and below (d)	2.2	2.5	1.9	2.5	2.1	3.6	2.6	5.6	1.0	0.3
Third quartile										
Level 3 and above (b)	4.4	4.5	6.2	6.4	8.1	6.9	9.0	9.6	2.4	0.6
Level 5 and Level 6 (c)	4.8	5.0	6.4	6.9	4.6	4.3	6.3	4.6	2.5	0.3
Level 1 and below (d)	2.5	3.3	3.2	2.3	5.1	4.6	4.1	8.0	1.4	0.4
Second quartile										
Level 3 and above (b)	5.2	5.9	6.6	7.2	7.3	7.1	8.9	8.1	2.7	0.7
Level 5 and Level 6 (c)	2.3	2.8	3.5	5.4	3.2	3.1	5.8	4.0	1.5	0.3
Level 1 and below (d)	3.5	3.6	4.7	4.7	4.7	5.8	8.3	7.3	1.7	0.5
Lowest quartile										
Level 3 and above (b)	5.8	6.9	6.7	7.7	5.3	5.6	6.6	6.3	2.6	0.7
Level 5 and Level 6 (c)	2.3	2.2	2.7	3.0	1.8	1.3	1.2	3.1	1.0	0.2
Level 1 and below (d)	5.2	5.1	4.6	6.4	5.8	5.4	6.4	7.4	2.3	0.7
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	3.9	3.8	4.3	5.5	7.7	7.3	4.8	8.2	1.8	0.6
Level 5 and Level 6 (c)	7.0	4.6	8.2	8.0	6.2	8.4	6.2	7.4	3.2	0.5
Level 1 and below (d)	2.1	2.4	2.2	2.7	3.6	6.1	2.7	3.8	1.0	0.3
Third quartile										
Level 3 and above (b)	4.5	1.7	5.8	8.8	6.6	6.5	6.9	8.5	2.4	0.6
Level 5 and Level 6 (c)	4.2	4.6	6.3	8.3	4.7	4.2	5.9	4.6	2.2	0.4
Level 1 and below (d)	2.8	3.2	4.0	4.9	4.2	5.7	4.6	8.4	1.5	0.4
Second quartile										

**Table NEA 6.4 Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 3 and above (b)	4.9	5.8	6.4	4.6	7.5	5.9	10.0	7.8	2.4	0.7
Level 5 and Level 6 (c)	3.3	3.5	4.9	5.4	4.7	3.0	8.5	4.1	2.0	0.3
Level 1 and below (d)	3.0	3.8	3.5	3.2	4.7	6.3	6.8	7.4	1.5	0.5
Lowest quartile										
Level 3 and above (b)	5.7	6.5	7.4	7.2	5.3	6.2	11.2	8.7	2.7	0.7
Level 5 and Level 6 (c)	2.6	2.7	3.0	3.3	2.1	1.4	4.1	4.5	1.2	0.2
Level 1 and below (d)	4.7	4.4	4.7	4.3	6.0	5.7	11.4	7.9	2.1	0.7

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(c) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA 6.5 Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
	Estimate									
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	82.4	82.0	85.6	87.5	78.3	79.6	85.3	74.8	83.2	75.9
Level 5 and Level 6 (c)	28.5	27.1	32.3	39.0	27.9	23.2	34.4	20.3	29.9	8.8
Level 1 and below (d)	5.7	5.6	4.7	3.4	7.8	5.9	5.0	10.6	5.4	24.6
Third quartile										
Level 3 and above (b)	69.5	69.9	71.1	78.0	70.5	64.1	71.7	62.4	70.8	61.7
Level 5 and Level 6 (c)	18.4	17.2	23.1	24.7	16.1	13.4	18.0	11.1	19.5	13.6
Level 1 and below (d)	10.9	10.1	11.3	7.2	11.7	15.3	11.3	16.3	10.6	16.9
Second quartile										
Level 3 and above (b)	56.1	60.8	61.0	66.3	64.3	55.8	52.1	52.9	60.0	50.9
Level 5 and Level 6 (c)	9.6	10.7	11.7	15.0	11.4	9.4	8.6	9.0	11.0	8.6
Level 1 and below (d)	19.6	15.5	15.6	13.9	14.3	19.2	21.4	23.5	16.8	24.2
Lowest quartile										
Level 3 and above (b)	44.6	42.3	47.9	48.4	45.1	31.6	37.5	36.5	44.7	36.9
Level 5 and Level 6 (c)	6.6	4.9	7.9	11.5	3.4	2.7	3.6	4.4	6.6	4.7
Level 1 and below (d)	28.6	28.5	25.4	25.6	24.2	40.6	30.4	38.4	27.7	36.6
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	80.1	78.8	81.7	86.6	75.4	78.9	84.3	74.0	80.5	74.4
Level 5 and Level 6 (c)	27.1	26.2	29.7	36.0	22.9	23.6	31.4	19.7	28.1	23.7
Level 1 and below (d)	6.1	6.7	6.1	2.6	9.4	6.2	5.5	11.3	6.1	9.6
Third quartile										



**Table NEA 6.5 Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 3 and above (b)	69.3	71.5	72.6	73.8	71.0	61.2	72.1	55.9	70.8	62.1
Level 5 and Level 6 (c)	17.0	17.4	21.8	23.9	17.4	12.6	21.4	9.9	18.8	14.1
Level 1 and below (d)	11.3	10.1	10.7	8.6	11.7	14.5	11.4	21.8	10.8	16.4
Second quartile										
Level 3 and above (b)	59.0	61.7	62.1	68.1	67.2	54.0	60.5	54.4	61.7	52.4
Level 5 and Level 6 (c)	12.8	12.9	14.4	19.1	12.0	9.5	13.1	7.3	13.7	9.4
Level 1 and below (d)	17.5	14.5	14.9	15.1	11.2	21.1	17.0	21.9	15.6	23.3
Lowest quartile										
Level 3 and above (b)	50.5	49.8	52.2	57.4	48.6	37.8	42.5	41.9	50.8	39.6
Level 5 and Level 6 (c)	8.1	6.1	10.4	13.2	5.2	3.1	6.4	5.9	8.3	5.4
Level 1 and below (d)	24.3	23.2	22.3	19.8	21.9	35.7	25.2	31.1	23.3	34.0
Relative standard error										
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	2.5	3.0	2.3	3.0	4.1	4.7	3.1	5.8	1.2	0.4
Level 5 and Level 6 (c)	12.2	8.9	15.1	9.3	15.0	11.9	11.2	23.6	5.7	2.1
Level 1 and below (d)	19.5	22.2	21.4	40.8	31.3	29.4	29.7	30.0	10.0	1.4
Third quartile										
Level 3 and above (b)	3.0	4.1	4.7	4.0	4.8	5.8	5.5	7.5	1.8	0.5
Level 5 and Level 6 (c)	14.4	12.7	16.7	14.5	13.0	21.3	20.4	29.4	6.8	1.7
Level 1 and below (d)	12.9	18.5	18.5	24.5	18.2	17.5	18.9	23.3	7.6	1.5
Second quartile										
Level 3 and above (b)	4.5	5.5	5.6	6.0	5.4	5.9	9.5	9.4	2.2	0.6
Level 5 and Level 6 (c)	13.3	16.1	18.7	24.2	24.4	28.9	27.1	31.8	9.7	2.1
Level 1 and below (d)	9.4	13.6	14.4	22.0	17.8	12.5	20.1	17.8	5.9	1.2

**Table NEA 6.5 Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Lowest quartile										
Level 3 and above (b)	6.1	7.4	7.1	9.5	7.5	9.0	14.6	10.9	2.9	0.9
Level 5 and Level 6 (c)	20.9	25.4	26.5	25.0	40.9	42.4	90.4	37.4	11.7	3.1
Level 1 and below (d)	9.3	10.5	9.2	13.9	10.4	8.0	18.7	12.1	4.8	0.9
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	2.5	3.4	3.0	2.8	5.8	4.8	3.2	4.7	1.2	0.4
Level 5 and Level 6 (c)	12.9	9.1	16.1	10.7	16.0	12.9	10.8	23.7	5.8	1.4
Level 1 and below (d)	17.4	20.8	25.2	41.2	35.3	35.8	34.5	23.3	9.2	2.2
Third quartile										
Level 3 and above (b)	3.6	4.9	4.3	6.4	4.9	7.5	4.7	7.5	1.9	0.5
Level 5 and Level 6 (c)	13.2	13.0	17.8	17.4	14.3	25.1	14.0	24.7	7.0	1.7
Level 1 and below (d)	13.2	20.1	20.7	26.9	18.2	19.8	21.1	23.2	8.8	1.5
Second quartile										
Level 3 and above (b)	4.4	4.6	5.4	4.2	5.8	6.5	10.5	7.2	2.2	0.6
Level 5 and Level 6 (c)	14.9	15.7	19.4	16.7	22.1	22.4	30.3	34.4	7.8	2.1
Level 1 and below (d)	11.1	15.9	13.6	17.2	18.0	12.4	26.1	15.0	5.4	1.2
Lowest quartile										
Level 3 and above (b)	5.0	6.8	7.2	7.2	7.7	7.7	13.3	11.3	3.0	0.9
Level 5 and Level 6 (c)	18.4	21.9	19.6	24.6	34.2	38.1	54.4	41.3	9.5	2.9
Level 1 and below (d)	8.6	11.6	11.7	14.3	11.9	9.5	19.4	15.6	4.9	0.9
95 per cent confidence interval										
Socio-economic status (ESCS)										
Highest quartile										

**Table NEA 6.5 Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 3 and above (b)	4.1	5.0	3.9	5.3	6.4	7.6	5.3	8.6	1.9	0.6
Level 5 and Level 6 (c)	7.0	4.8	9.8	7.3	8.3	5.5	7.7	9.6	3.4	0.4
Level 1 and below (d)	2.2	2.5	2.0	2.8	4.9	3.4	3.0	6.3	1.1	0.7
Third quartile										
Level 3 and above (b)	4.2	5.7	6.7	6.3	6.8	7.4	7.9	9.3	2.5	0.6
Level 5 and Level 6 (c)	5.3	4.4	7.7	7.2	4.2	5.7	7.4	6.6	2.7	0.5
Level 1 and below (d)	2.8	3.7	4.2	3.5	4.3	5.4	4.3	7.6	1.6	0.5
Second quartile										
Level 3 and above (b)	5.0	6.7	6.8	7.9	7.0	6.5	9.9	9.9	2.7	0.7
Level 5 and Level 6 (c)	2.5	3.5	4.4	7.3	5.5	5.4	4.7	5.7	2.1	0.4
Level 1 and below (d)	3.7	4.2	4.5	6.1	5.1	4.8	8.6	8.4	2.0	0.6
Lowest quartile										
Level 3 and above (b)	5.4	6.3	6.8	9.2	6.8	5.7	10.9	8.0	2.6	0.7
Level 5 and Level 6 (c)	2.8	2.5	4.2	5.7	2.8	2.3	6.5	3.3	1.5	0.3
Level 1 and below (d)	5.3	6.0	4.7	7.1	5.0	6.5	11.4	9.3	2.6	0.7
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	4.0	5.3	5.0	4.9	8.7	7.6	5.5	7.0	2.0	0.6
Level 5 and Level 6 (c)	7.0	4.8	9.6	7.7	7.4	6.1	6.8	9.3	3.3	0.7
Level 1 and below (d)	2.1	2.8	3.1	2.2	6.7	4.4	3.8	5.3	1.1	0.4
Third quartile										
Level 3 and above (b)	5.0	7.0	6.3	9.5	6.9	9.1	6.8	8.4	2.7	0.7
Level 5 and Level 6 (c)	4.5	4.5	7.8	8.3	5.0	6.3	6.0	4.9	2.6	0.5
Level 1 and below (d)	3.0	4.1	4.4	4.6	4.3	5.7	4.8	10.1	1.9	0.5
Second quartile										

**Table NEA 6.5 Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 3 and above (b)	5.2	5.7	6.8	5.7	7.8	7.1	12.7	7.9	2.8	0.7
Level 5 and Level 6 (c)	3.8	4.0	5.6	6.4	5.3	4.2	8.0	5.0	2.1	0.4
Level 1 and below (d)	3.9	4.6	4.1	5.2	4.0	5.3	8.9	6.6	1.7	0.6
Lowest quartile										
Level 3 and above (b)	5.1	6.8	7.5	8.3	7.5	5.8	11.3	9.5	3.1	0.7
Level 5 and Level 6 (c)	3.0	2.7	4.1	6.5	3.5	2.3	6.9	4.9	1.6	0.3
Level 1 and below (d)	4.2	5.4	5.2	5.7	5.2	6.8	9.8	9.7	2.3	0.6

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(c) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA 6.6 Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
	Estimate									
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	85.6	83.8	85.5	88.1	80.1	82.0	87.4	77.6	84.9	76.8
Level 5 and Level 6 (c)	28.6	25.1	27.7	32.6	20.6	19.7	32.5	22.3	27.3	17.0
Level 1 and below (d)	4.5	4.8	3.7	2.1	5.5	4.5	4.2	10.2	4.3	7.0
Third quartile										
Level 3 and above (b)	76.4	72.8	73.8	81.1	71.2	67.7	76.9	66.1	74.9	63.5
Level 5 and Level 6 (c)	17.4	14.4	19.1	20.9	13.5	12.0	17.4	10.2	17.0	9.0
Level 1 and below (d)	7.4	8.2	8.5	4.5	8.3	12.1	9.2	14.3	7.8	13.0
Second quartile										
Level 3 and above (b)	62.4	63.8	64.4	67.8	67.9	57.8	59.9	54.2	64.0	53.0
Level 5 and Level 6 (c)	9.1	9.1	9.4	12.4	8.9	6.5	10.1	8.4	9.4	5.6
Level 1 and below (d)	13.4	12.4	11.5	11.2	11.0	16.0	16.3	21.0	12.5	19.3
Lowest quartile										
Level 3 and above (b)	51.7	43.4	52.4	51.7	53.0	38.8	42.5	39.5	49.4	39.1
Level 5 and Level 6 (c)	5.9	3.4	7.3	9.1	2.6	1.9	1.6	4.3	5.5	3.1
Level 1 and below (d)	22.4	25.3	19.6	21.1	19.3	31.5	24.8	36.0	22.5	30.8
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	84.4	82.0	83.5	88.2	78.5	81.5	87.1	77.3	83.5	75.6
Level 5 and Level 6 (c)	27.5	24.0	24.7	31.0	17.1	22.9	29.3	22.6	25.6	16.4
Level 1 and below (d)	4.5	6.7	4.0	1.6	5.6	4.3	4.5	9.5	4.8	7.5
Third quartile										

**Table NEA 6.6 Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 3 and above (b)	75.7	73.3	75.8	76.8	72.0	65.2	76.3	58.8	74.6	63.8
Level 5 and Level 6 (c)	17.1	15.7	19.1	20.4	14.1	9.2	21.0	7.7	17.1	9.4
Level 1 and below (d)	7.3	7.5	7.9	7.1	9.4	10.3	8.0	21.1	7.8	12.7
Second quartile										
Level 3 and above (b)	66.3	64.3	64.8	70.3	70.8	59.3	68.1	58.7	66.0	54.6
Level 5 and Level 6 (c)	11.4	9.9	12.3	14.2	9.5	6.4	14.5	7.6	11.3	6.1
Level 1 and below (d)	12.0	10.3	11.5	9.9	8.5	15.9	13.4	18.8	11.2	18.4
Lowest quartile										
Level 3 and above (b)	55.7	50.9	56.1	59.0	55.3	41.8	47.8	41.3	54.3	41.7
Level 5 and Level 6 (c)	7.0	5.0	8.3	10.8	3.9	2.3	3.7	4.8	6.8	3.4
Level 1 and below (d)	18.8	21.7	17.4	16.8	17.9	29.7	25.4	29.2	19.4	28.4
Relative standard error										
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	1.9	2.5	2.4	2.5	4.9	4.0	2.5	5.3	1.0	0.4
Level 5 and Level 6 (c)	13.2	10.6	17.4	14.2	14.4	18.9	11.0	23.7	6.2	1.7
Level 1 and below (d)	23.3	24.0	21.7	47.4	32.9	34.8	31.1	31.2	12.8	2.4
Third quartile										
Level 3 and above (b)	2.7	3.6	4.0	3.6	4.4	4.7	4.9	8.2	1.5	0.5
Level 5 and Level 6 (c)	14.7	13.2	15.5	13.0	18.5	24.4	19.7	29.6	6.8	2.1
Level 1 and below (d)	14.7	19.2	20.9	25.8	23.6	18.0	22.5	22.0	8.1	1.7
Second quartile										
Level 3 and above (b)	4.1	4.3	4.5	5.5	5.8	6.3	6.4	8.7	2.0	0.6
Level 5 and Level 6 (c)	15.3	19.6	18.8	25.7	21.6	21.3	26.9	26.8	7.6	2.6
Level 1 and below (d)	12.5	13.0	16.3	20.6	18.6	18.2	19.0	17.8	6.5	1.4

**Table NEA 6.6 Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Lowest quartile										
Level 3 and above (b)	5.7	7.6	6.1	8.5	6.5	7.2	12.6	9.2	2.6	0.9
Level 5 and Level 6 (c)	20.1	23.9	23.5	26.0	37.7	52.2	85.9	37.0	12.8	3.6
Level 1 and below (d)	10.9	10.8	13.3	14.4	14.6	9.3	17.9	11.7	5.3	1.1
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	1.8	2.5	2.3	2.3	5.2	3.8	2.6	5.2	1.1	0.4
Level 5 and Level 6 (c)	12.8	9.6	16.5	15.4	14.3	15.5	12.5	18.5	6.1	1.6
Level 1 and below (d)	20.9	21.2	24.3	48.2	46.4	52.0	27.7	26.0	12.6	2.3
Third quartile										
Level 3 and above (b)	2.5	4.3	3.6	4.3	5.0	6.5	4.0	9.0	1.8	0.5
Level 5 and Level 6 (c)	14.2	15.6	18.5	15.1	18.7	29.2	14.3	37.2	7.2	2.1
Level 1 and below (d)	19.7	19.7	22.8	25.5	24.0	22.2	26.0	21.5	8.3	1.8
Second quartile										
Level 3 and above (b)	3.5	4.1	4.6	4.2	5.3	4.4	7.2	7.9	1.8	0.6
Level 5 and Level 6 (c)	17.1	16.6	15.8	20.8	19.3	23.3	31.5	32.8	8.0	2.6
Level 1 and below (d)	12.9	15.9	15.0	23.4	23.5	15.5	26.0	17.7	6.4	1.4
Lowest quartile										
Level 3 and above (b)	5.5	6.1	5.9	6.0	6.3	7.6	11.3	12.9	2.5	0.8
Level 5 and Level 6 (c)	18.2	27.1	22.9	21.3	38.7	48.4	64.5	36.1	11.2	3.5
Level 1 and below (d)	12.3	12.2	13.7	14.9	18.0	11.5	18.9	14.0	5.7	1.2

95 per cent confidence interval

Socio-economic status (ESCS)

Highest quartile

**Table NEA 6.6 Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 3 and above (b)	3.3	4.2	4.0	4.5	7.8	6.6	4.4	8.2	1.6	0.6
Level 5 and Level 6 (c)	7.5	5.3	9.6	9.3	5.9	7.4	7.1	10.6	3.4	0.6
Level 1 and below (d)	2.1	2.3	1.6	2.0	3.6	3.1	2.6	6.4	1.1	0.3
Third quartile										
Level 3 and above (b)	4.1	5.2	5.9	5.8	6.2	6.3	7.6	10.8	2.3	0.6
Level 5 and Level 6 (c)	5.1	3.8	5.9	5.4	5.0	5.9	6.8	6.0	2.3	0.4
Level 1 and below (d)	2.2	3.2	3.5	2.3	3.9	4.3	4.1	6.3	1.3	0.4
Second quartile										
Level 3 and above (b)	5.1	5.4	5.8	7.5	7.9	7.3	7.7	9.5	2.5	0.6
Level 5 and Level 6 (c)	2.8	3.6	3.5	6.3	3.8	2.8	5.4	4.5	1.4	0.3
Level 1 and below (d)	3.4	3.2	3.8	4.6	4.1	5.8	6.2	7.5	1.6	0.5
Lowest quartile										
Level 3 and above (b)	5.9	6.6	6.4	8.8	6.9	5.6	10.7	7.2	2.6	0.7
Level 5 and Level 6 (c)	2.4	1.6	3.4	4.7	1.9	2.0	2.8	3.2	1.4	0.2
Level 1 and below (d)	4.9	5.5	5.2	6.1	5.6	5.8	8.9	8.5	2.4	0.7
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	1.6	2.0	1.9	2.0	4.1	3.1	2.2	4.1	0.9	0.3
Level 5 and Level 6 (c)	3.5	2.3	4.1	4.8	2.4	3.5	3.7	4.2	1.6	0.3
Level 1 and below (d)	0.9	1.4	1.0	0.8	2.6	2.3	1.3	2.5	0.6	0.2
Third quartile										
Level 3 and above (b)	1.9	3.1	2.7	3.3	3.6	4.3	3.0	5.3	1.3	0.3
Level 5 and Level 6 (c)	2.4	2.5	3.5	3.1	2.6	2.7	3.0	2.9	1.2	0.2
Level 1 and below (d)	1.4	1.5	1.8	1.8	2.2	2.3	2.1	4.5	0.6	0.2
Second quartile										



**Table NEA 6.6 Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2009 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
Level 3 and above (b)	2.3	2.7	3.0	3.0	3.7	2.6	4.9	4.7	1.2	0.3
Level 5 and Level 6 (c)	1.9	1.7	1.9	2.9	1.8	1.5	4.6	2.5	0.9	0.2
Level 1 and below (d)	1.6	1.6	1.7	2.3	2.0	2.5	3.5	3.3	0.7	0.3
Lowest quartile										
Level 3 and above (b)	3.1	3.1	3.3	3.5	3.5	3.2	5.4	5.3	1.3	0.3
Level 5 and Level 6 (c)	1.3	1.3	1.9	2.3	1.5	1.1	2.4	1.7	0.8	0.1
Level 1 and below (d)	2.3	2.6	2.4	2.5	3.2	3.4	4.8	4.1	1.1	0.3

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(c) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA 6.7 Proportion of students that achieved at each level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by Indigenous status, 2009 (per cent) (a)**

	<i>Reading literacy</i>	<i>Mathematical literacy</i>	<i>Scientific literacy</i>
	Estimate		
Indigenous			
Level 3 and above (b)	34.7	34.5	37.8
Level 5 and Level 6 (c)	2.4	3.2	2.9
Level 1 and below (d)	38.8	40.4	35.1
Non-Indigenous			
Level 3 and above (b)	66.3	64.8	68.5
Level 5 and Level 6 (c)	13.1	16.9	14.9
Level 1 and below (d)	13.4	15.1	11.8
	Relative standard error		
Indigenous			
Level 3 and above (b)	7.9	7.4	7.3
Level 5 and Level 6 (c)	24.7	23.0	24.8
Level 1 and below (d)	6.6	6.2	7.6
Non-Indigenous			
Level 3 and above (b)	1.3	1.5	1.2
Level 5 and Level 6 (c)	6.0	5.5	5.6
Level 1 and below (d)	4.0	4.3	5.0
	95 per cent confidence interval		
Indigenous			
Level 3 and above (b)	5.5	5.1	5.5
Level 5 and Level 6 (c)	1.2	1.5	1.4
Level 1 and below (d)	5.2	5.0	5.3
Non-Indigenous			
Level 3 and above (b)	1.8	1.9	1.7
Level 5 and Level 6 (c)	1.6	1.8	1.7

**Table NEA 6.7 Proportion of students that achieved at each level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by Indigenous status, 2009 (per cent) (a)**

	<i>Reading literacy</i>	<i>Mathematical literacy</i>	<i>Scientific literacy</i>
Level 1 and below (d)	1.1	1.3	1.2

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2009 involved sample assessment of approximately 5.9 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(c) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA 6.8 Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy scale, by State and Territory, 2006 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
	Estimate									
Level 5 and Level 6 (b)	12.5	8.1	9.9	12.4	9.7	8.0	15.8	6.8	10.6	8.1
Level 1 and below (c)	12.6	14.6	14.3	10.2	12.3	18.8	9.6	28.8	13.4	20.9
	Relative standard error									
Level 5 and Level 6 (b)	10.2	16.4	10.5	12.0	13.8	12.9	11.1	21.0	5.8	1.4
Level 1 and below (c)	9.6	8.5	7.2	16.9	11.1	10.7	15.2	8.2	4.6	1.0
	95 per cent confidence interval									
Level 5 and Level 6 (b)	2.5	2.7	2.1	3.0	2.7	2.1	3.5	2.8	1.2	0.2
Level 1 and below (c)	2.4	2.5	2.1	3.4	2.7	4.0	2.9	4.7	1.2	0.4

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(c) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

Table NEA 6.9

**Table NEA 6.9 Proportion of students that achieved at the 'top' and 'bottom' level in the overall mathematical literacy scale, by State and Territory, 2006 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
	Estimate									
Level 5 and Level 6 (b)	17.7	14.1	15.6	20.9	14.8	11.7	23.4	10.8	16.4	12.8
Level 1 and below (c)	12.5	14.2	12.9	11.1	11.5	17.8	9.7	25.4	13.0	22.5
	Relative standard error									
Level 5 and Level 6 (b)	11.3	9.5	9.7	9.1	9.4	10.8	9.7	13.9	4.8	1.1
Level 1 and below (c)	9.3	8.5	8.2	18.9	14.5	10.1	17.7	9.8	4.4	0.9
	95 per cent confidence interval									
Level 5 and Level 6 (b)	4.0	2.7	3.0	3.8	2.8	2.5	4.5	3.0	1.6	0.3
Level 1 and below (c)	2.3	2.4	2.1	4.2	3.3	3.6	3.4	5.0	1.1	0.4

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(c) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA 6.10 Proportion of students that achieved at the 'top' and 'bottom' level in the overall scientific literacy scale, by State and Territory, 2006 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD avge</i>
	Estimate									
Level 5 and Level 6 (b)	16.8	11.2	12.7	18.7	15.0	11.0	21.3	12.9	14.6	8.9
Level 1 and below (c)	11.3	15.7	13.3	9.8	10.8	18.4	10.2	25.6	12.9	19.8
	Relative standard error									
Level 5 and Level 6 (b)	9.2	9.9	10.4	8.6	11.3	9.8	8.1	12.7	4.7	1.2
Level 1 and below (c)	9.0	9.7	7.6	18.8	11.1	9.5	14.5	8.8	4.6	1.0
	95 per cent confidence interval									
Level 5 and Level 6 (b)	3.1	2.2	2.6	3.2	3.4	2.2	3.5	3.3	1.4	0.2
Level 1 and below (c)	2.0	3.1	2.0	3.7	2.4	3.5	3.0	4.5	1.2	0.4

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(c) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA 6.11 Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by socioeconomic status, 2006 (per cent) (a)**

	<i>Reading literacy</i>	<i>Mathematical literacy</i>	<i>Scientific literacy</i>
	Estimate		
Socio-economic status (ESCS)			
Highest quartile			
Level 5 and Level 6 (b)	20.5	29.7	26.6
Level 1 and below (c)	5.1	4.4	4.7
Third quartile			
Level 5 and Level 6 (b)	11.3	17.8	15.8
Level 1 and below (c)	9.0	8.9	8.8
Second quartile			
Level 5 and Level 6 (b)	7.7	12.9	11.6
Level 1 and below (c)	14.6	14.2	13.8
Lowest quartile			
Level 5 and Level 6 (b)	3.9	6.6	5.7
Level 1 and below (c)	22.9	22.5	22.4
Socio-economic status (HISEI)			
Highest quartile			
Level 5 and Level 6 (b)	19.6	28.7	25.6
Level 1 and below (c)	5.8	5.2	5.4
Third quartile			
Level 5 and Level 6 (b)	11.3	17.7	15.5
Level 1 and below (c)	9.9	9.5	9.6
Second quartile			
Level 5 and Level 6 (b)	8.4	13.2	12.2
Level 1 and below (c)	12.5	12.1	11.8

**Table NEA 6.11 Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by socioeconomic status, 2006 (per cent) (a)**

	<i>Reading literacy</i>	<i>Mathematical literacy</i>	<i>Scientific literacy</i>
Lowest quartile			
Level 5 and Level 6 (b)	4.6	8.2	6.9
Level 1 and below (c)	21.1	21.1	20.6
Relative standard error			
Socio-economic status (ESCS)			
Highest quartile			
Level 5 and Level 6 (b)	5.9	4.9	4.8
Level 1 and below (c)	10.0	12.2	10.9
Third quartile			
Level 5 and Level 6 (b)	8.5	6.1	6.5
Level 1 and below (c)	8.2	8.0	8.5
Second quartile			
Level 5 and Level 6 (b)	11.2	7.3	6.6
Level 1 and below (c)	6.9	6.5	5.9
Lowest quartile			
Level 5 and Level 6 (b)	11.8	8.9	11.0
Level 1 and below (c)	5.2	4.9	4.5
Socio-economic status (HISEI)			
Highest quartile			
Level 5 and Level 6 (b)	5.9	5.2	5.2
Level 1 and below (c)	9.5	11.3	10.0
Third quartile			
Level 5 and Level 6 (b)	9.1	5.3	5.9



**Table NEA 6.11 Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by socioeconomic status, 2006 (per cent) (a)**

	<i>Reading literacy</i>	<i>Mathematical literacy</i>	<i>Scientific literacy</i>
Level 1 and below (c)	7.8	7.9	8.4
Second quartile			
Level 5 and Level 6 (b)	11.7	7.1	8.1
Level 1 and below (c)	7.0	7.5	6.5
Lowest quartile			
Level 5 and Level 6 (b)	10.8	8.6	9.6
Level 1 and below (c)	5.1	4.9	5.3
95 per cent confidence interval			
Socio-economic status (ESCS)			
Highest quartile			
Level 5 and Level 6 (b)	2.4	2.9	2.6
Level 1 and below (c)	1.0	1.1	1.0
Third quartile			
Level 5 and Level 6 (b)	1.9	2.2	2.1
Level 1 and below (c)	1.5	1.4	1.5
Second quartile			
Level 5 and Level 6 (b)	1.7	1.9	1.5
Level 1 and below (c)	2.0	1.8	1.6
Lowest quartile			
Level 5 and Level 6 (b)	0.9	1.2	1.3
Level 1 and below (c)	2.4	2.2	2.0
Socio-economic status (HISEI)			
Highest quartile			
Level 5 and Level 6 (b)	2.3	3.0	2.7

**Table NEA 6.11 Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by socioeconomic status, 2006 (per cent) (a)**

	<i>Reading literacy</i>	<i>Mathematical literacy</i>	<i>Scientific literacy</i>
Level 1 and below (c)	1.1	1.2	1.1
Third quartile			
Level 5 and Level 6 (b)	2.1	1.9	1.8
Level 1 and below (c)	1.5	1.5	1.6
Second quartile			
Level 5 and Level 6 (b)	2.0	1.9	2.0
Level 1 and below (c)	1.7	1.8	1.5
Lowest quartile			
Level 5 and Level 6 (b)	1.0	1.4	1.3
Level 1 and below (c)	2.2	2.1	2.2

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(c) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA 6.12 Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by Indigenous status, 2006 (per cent) (a)**

	<i>Reading literacy</i>	<i>Mathematical literacy</i>	<i>Scientific literacy</i>
	Estimate		
Indigenous			
Level 5 and Level 6 (b)	3.3	2.9	3.7
Level 1 and below (c)	38.4	39.1	39.5
Non-Indigenous			
Level 5 and Level 6 (b)	10.8	16.8	14.9
Level 1 and below (c)	12.6	12.2	12.1
	Relative standard error		
Indigenous			
Level 5 and Level 6 (b)	28.0	26.7	30.9
Level 1 and below (c)	8.0	9.7	8.8
Non-Indigenous			
Level 5 and Level 6 (b)	5.9	4.8	4.7
Level 1 and below (c)	4.8	4.6	4.8
	95 per cent confidence interval		
Indigenous			
Level 5 and Level 6 (b)	1.8	1.6	2.3
Level 1 and below (c)	6.2	7.6	6.9
Non-Indigenous			
Level 5 and Level 6 (b)	1.3	1.6	1.4
Level 1 and below (c)	1.2	1.1	1.2

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(c) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

**Table NEA 6.12 Proportion of students that achieved at the 'top' and 'bottom' level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by Indigenous status, 2006 (per cent) (a)**

	<i>Reading literacy</i>	<i>Mathematical literacy</i>	<i>Scientific literacy</i>
<i>Source: ACER (unpublished) Programme for International Student Assessment (PISA).</i>			

## **NEA Indicator 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**

Table NEA.7.1

Table NEA.7.1 **Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, 2010 (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</i>
Estimate										
20–24 year old population with relevant qualification	'000	429.3	361.5	275.0	131.8	91.2	24.2	26.2	12.1	1 351.3
Total 20–24 year old population	'000	499.4	410.1	313.0	165.8	113.7	31.4	29.2	16.6	1 579.2
<b>Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>86.0</b>	<b>88.1</b>	<b>87.9</b>	<b>79.5</b>	<b>80.2</b>	<b>77.1</b>	<b>89.5</b>	<b>73.1</b>	<b>85.6</b>
Relative standard error										
20–24 year old population with relevant qualification	Est.%	1.6	1.2	1.9	2.8	2.7	5.3	2.6	4.7	0.8
Total 20–24 year old population (c)	Est.%	0.8	0.3	0.8	0.5	0.3	1.0	na	2.5	0.3
<b>Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert II or above</b>	<b>Prop.%</b>	<b>1.4</b>	<b>1.2</b>	<b>1.4</b>	<b>2.9</b>	<b>2.6</b>	<b>5.2</b>	<b>2.6</b>	<b>4.8</b>	<b>0.8</b>
95 per cent confidence interval										
20–24 year old population with relevant qualification	± '000	13.6	8.7	10.0	7.3	4.8	2.5	1.3	1.1	22.2
Total 20–24 year old population	± '000	7.4	2.7	4.9	1.8	0.7	0.6	–	0.8	9.3
<b>Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert II or above</b>	± %	<b>2.4</b>	<b>2.1</b>	<b>2.5</b>	<b>4.5</b>	<b>4.2</b>	<b>7.9</b>	<b>4.5</b>	<b>6.9</b>	<b>1.3</b>

(a) Persons who state they have attained Year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

**Table NEA.7.1 Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, 2010 (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</i>
(b) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.										
(c) RSE for total 20–24 year old population for the ACT not provided since the normal distribution approximation which underpins the estimation of RSEs does not hold for proportions close to 0 or 1 (i.e. 0 per cent or 100 per cent).										

**na** Not available. – Nil or rounded to zero.

*Source:* ABS (unpublished) Survey of Education and Work, 2010.

## **NEA Indicator 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**



**Table NEA.8.1 Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010 (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 (c)</i>	<i>Aust</i>
SEIFA IRSD quintile 1										
20–24 year old population with relevant qualification	'000	74.5	56.5	33.6	18.0	19.1	7.6	1.0	3.6	213.9
Total 20–24 year old population	'000	95.7	71.7	39.6	27.8	28.6	11.8	1.3	5.4	281.9
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>77.8</b>	<b>78.8</b>	<b>84.8</b>	<b>64.9</b>	<b>66.8</b>	<b>64.6</b>	<b>76.4</b>	<b>66.8</b>	<b>75.9</b>
SEIFA IRSD quintile 2										
20–24 year old population with relevant qualification	'000	81.6	62.0	50.7	25.6	19.8	4.0	0.5	2.5	246.6
Total 20–24 year old population	'000	96.6	70.3	62.5	33.9	23.7	5.1	0.7	4.2	297.1
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>84.4</b>	<b>88.2</b>	<b>81.0</b>	<b>75.3</b>	<b>83.5</b>	<b>78.6</b>	<b>67.6</b>	<b>59.5</b>	<b>83.0</b>
SEIFA IRSD quintile 3										
20–24 year old population with relevant qualification	'000	82.8	74.8	64.9	21.7	18.5	5.1	4.3	3.7	275.7
Total 20–24 year old population	'000	96.1	82.7	69.3	24.7	23.1	6.5	5.2	4.1	311.7
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>86.1</b>	<b>90.5</b>	<b>93.7</b>	<b>87.8</b>	<b>79.9</b>	<b>78.3</b>	<b>81.4</b>	<b>89.3</b>	<b>88.4</b>
SEIFA IRSD quintile 4										
20–24 year old population with relevant qualification	'000	87.1	70.2	67.9	33.4	18.3	6.5	5.1	1.6	290.1
Total 20–24 year old population	'000	100.8	78.7	77.6	40.7	20.2	6.8	6.1	1.7	332.6

**Table NEA.8.1 Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010 (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 (c)</i>	<i>Aust</i>
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>86.5</b>	<b>89.1</b>	<b>87.5</b>	<b>82.0</b>	<b>90.5</b>	<b>95.6</b>	<b>84.6</b>	<b>92.0</b>	<b>87.2</b>
SEIFA IRSD quintile 5										
20–24 year old population with relevant qualification	'000	100.2	97.9	57.5	32.9	15.4	1.0	13.8	0.8	319.6
Total 20–24 year old population	'000	106.2	106.6	63.5	38.4	17.9	1.2	14.5	1.2	349.5
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>94.3</b>	<b>91.9</b>	<b>90.6</b>	<b>85.7</b>	<b>86.0</b>	<b>83.1</b>	<b>95.7</b>	<b>67.5</b>	<b>91.4</b>

(a) SES is derived using the ABS 2006 SEIFA IRSD (at CD level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Persons who state they have attained Year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(c) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

Source: ABS (unpublished) Survey of Education and Work, 2010.

**Table NEA.8.2 RSEs for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010 (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 (c)</i>	<i>Aust</i>
SEIFA IRSD quintile 1										
20–24 year old population with relevant qualification	Est. %	12.2	13.1	19.2	16.5	14.9	13.7	60.2	30.6	7.9
Total 20–24 year old population	Est. %	10.6	11.6	17.0	16.6	12.7	10.4	54.6	24.5	6.4
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>Prop. %</b>	<b>3.4</b>	<b>4.4</b>	<b>5.8</b>	<b>9.5</b>	<b>7.5</b>	<b>13.0</b>	<b>18.4</b>	<b>11.0</b>	<b>2.2</b>
SEIFA IRSD quintile 2										
20–24 year old population with relevant qualification	Est. %	13.0	13.2	13.0	11.9	12.3	25.2	75.8	26.5	5.8
Total 20–24 year old population	Est. %	11.9	12.5	12.9	11.4	11.1	24.3	54.6	19.9	5.4
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>Prop. %</b>	<b>3.7</b>	<b>3.0</b>	<b>4.0</b>	<b>4.5</b>	<b>4.0</b>	<b>6.4</b>	<b>51.1</b>	<b>16.2</b>	<b>1.5</b>
SEIFA IRSD quintile 3										
20–24 year old population with relevant qualification	Est. %	11.0	12.8	11.0	20.2	16.4	20.2	24.7	26.4	6.3
Total 20–24 year old population	Est. %	11.4	12.7	10.6	20.2	15.3	17.1	27.1	24.8	6.3
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>Prop. %</b>	<b>2.9</b>	<b>2.5</b>	<b>1.8</b>	<b>3.7</b>	<b>8.2</b>	<b>7.4</b>	<b>7.3</b>	<b>6.2</b>	<b>1.0</b>
SEIFA IRSD quintile 4										
20–24 year old population with relevant qualification	Est. %	9.4	14.3	10.6	14.4	14.9	18.7	23.7	39.7	5.5
Total 20–24 year old population	Est. %	9.6	13.3	9.8	13.3	15.0	19.4	22.4	36.8	5.2

**Table NEA.8.2 RSEs for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010 (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 (c)</i>	<i>Aust</i>
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>Prop.%</b>	<b>3.6</b>	<b>2.8</b>	<b>2.7</b>	<b>4.6</b>	<b>4.0</b>	<b>3.1</b>	<b>7.8</b>	<b>10.0</b>	<b>1.5</b>
SEIFA IRSD quintile 5										
20–24 year old population with relevant qualification	Est.%	9.1	8.3	15.8	14.4	15.5	41.4	10.4	42.3	5.2
Total 20–24 year old population	Est.%	9.4	8.1	15.3	12.6	14.1	37.0	9.6	39.9	4.8
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>Prop.%</b>	<b>1.6</b>	<b>2.3</b>	<b>3.7</b>	<b>4.8</b>	<b>5.0</b>	<b>15.2</b>	<b>2.1</b>	<b>18.6</b>	<b>1.3</b>

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Persons who state they have attained Year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(c) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

Source: ABS (unpublished) Survey of Education and Work, 2010.

**Table NEA.8.3 95 per cent confidence intervals for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate level II or above, by SES based on SEIFA IRSD, 2010 (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 (c)</i>	<i>Aust</i>
SEIFA IRSD quintile 1										
20–24 year old population with relevant qualification	± '000	17.7	14.5	12.6	5.8	5.6	2.0	1.2	2.2	32.9
Total 20–24 year old population	± '000	19.9	16.4	13.2	9.0	7.1	2.4	1.4	2.6	35.2
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>± %</b>	<b>5.1</b>	<b>6.8</b>	<b>9.6</b>	<b>12.1</b>	<b>9.8</b>	<b>16.5</b>	<b>27.6</b>	<b>14.5</b>	<b>3.3</b>
SEIFA IRSD quintile 2										
20–24 year old population with relevant qualification	± '000	20.8	16.0	12.9	6.0	4.8	2.0	0.7	1.3	28.2
Total 20–24 year old population	± '000	22.5	17.2	15.8	7.6	5.2	2.4	0.7	1.7	31.5
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>± %</b>	<b>6.2</b>	<b>5.2</b>	<b>6.3</b>	<b>6.6</b>	<b>6.5</b>	<b>9.9</b>	<b>67.7</b>	<b>18.9</b>	<b>2.5</b>
SEIFA IRSD quintile 3										
20–24 year old population with relevant qualification	± '000	17.9	18.8	14.0	8.6	5.9	2.0	2.1	1.9	33.9
Total 20–24 year old population	± '000	21.5	20.6	14.3	9.8	6.9	2.2	2.8	2.0	38.4
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>± %</b>	<b>5.0</b>	<b>4.5</b>	<b>3.2</b>	<b>6.3</b>	<b>12.8</b>	<b>11.3</b>	<b>11.7</b>	<b>10.8</b>	<b>1.7</b>
SEIFA IRSD quintile 4										
20–24 year old population with relevant qualification	± '000	16.1	19.7	14.1	9.4	5.3	2.4	2.4	1.2	31.1
Total 20–24 year old population	± '000	19.0	20.6	14.9	10.6	6.0	2.6	2.7	1.2	33.6

**Table NEA.8.3 95 per cent confidence intervals for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate level II or above, by SES based on SEIFA IRSD, 2010 (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 (c)</i>	<i>Aust</i>
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>±</b>	<b>%</b>	<b>6.1</b>	<b>4.9</b>	<b>4.6</b>	<b>7.3</b>	<b>7.2</b>	<b>5.8</b>	<b>12.9</b>	<b>18.1</b>	<b>2.6</b>
SEIFA IRSD quintile 5											
20–24 year old population with relevant qualification	±	'000	17.9	15.9	17.8	9.3	4.7	0.8	2.8	0.7	32.7
Total 20–24 year old population	±	'000	19.5	17.0	19.1	9.5	4.9	0.9	2.7	0.9	33.2
<b>Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above</b>	<b>±</b>	<b>%</b>	<b>2.9</b>	<b>4.1</b>	<b>6.6</b>	<b>8.0</b>	<b>8.3</b>	<b>24.7</b>	<b>4.0</b>	<b>24.6</b>	<b>2.4</b>

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Persons who state they have attained Year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(c) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

Source: ABS (unpublished) Survey of Education and Work, 2010.

# **NEA Indicator 9:**

## **The proportion of young people participating in post-school education or training six months after school**

**Table NEA.9.1 Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010**

	<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>
Completed Year 12	'000	141.1	104.0	124.0	51.8	31.1	6.8	7.7	4.3	470.8
Participating in full-time education/training (b)	%	62.1	65.8	40.7	47.4	47.0	38.9	61.6	32.3	54.1
Participating in full-time employment (c)	%	17.4	15.5	28.7	29.1	21.3	22.0	21.6	41.2	21.9
<b>Total fully engaged (d)</b>	<b>%</b>	<b>81.0</b>	<b>84.1</b>	<b>69.6</b>	<b>77.3</b>	<b>71.0</b>	<b>64.8</b>	<b>81.3</b>	<b>73.4</b>	<b>77.3</b>
Completed Year 11	'000	16.0	21.5	17.1	12.4	9.6	1.7	np	np	79.5
Participating in full-time education/training (b)	%	np	14.6	26.7	7.7	np	–	–	np	13.3
Participating in full-time employment (c)	%	60.9	36.5	42.9	54.0	38.3	56.8	np	np	46.2
<b>Total fully engaged (d)</b>	<b>%</b>	<b>75.8</b>	<b>55.4</b>	<b>66.1</b>	<b>67.3</b>	<b>44.6</b>	<b>64.8</b>	<b>np</b>	<b>48.1</b>	<b>62.5</b>
Completed Year 10 and below	'000	69.8	30.7	32.7	22.2	9.8	5.7	np	np	175.1
Participating in full-time education/training (b)	%	15.7	8.3	10.0	12.4	10.2	np	np	–	11.9
Participating in full-time employment (c)	%	37.3	37.2	35.3	42.3	39.6	52.7	48.0	84.5	39.0
<b>Total fully engaged (d)</b>	<b>%</b>	<b>57.2</b>	<b>46.8</b>	<b>46.5</b>	<b>53.4</b>	<b>49.8</b>	<b>60.2</b>	<b>57.1</b>	<b>84.5</b>	<b>53.0</b>
Total	'000	226.9	156.2	173.9	86.3	50.5	14.2	9.4	7.9	725.3
Participating in full-time education/training (b)	%	44.1	47.4	33.6	32.7	31.6	19.8	51.9	18.9	39.4
Participating in full-time employment (c)	%	26.6	22.7	31.3	36.1	28.1	38.5	26.3	55.4	28.7
<b>Total fully engaged (d)</b>	<b>%</b>	<b>73.3</b>	<b>72.8</b>	<b>64.9</b>	<b>69.7</b>	<b>61.8</b>	<b>63.0</b>	<b>76.7</b>	<b>74.3</b>	<b>69.8</b>

(a) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.



**Table NEA.9.1 Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010**

<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>
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(b) Includes people in full-time education/training and full-time employment.

(c) Includes people in full-time employment and full-time education/training.

(d) Components do not add up to the total since there is overlap between component categories and people engaged in a mix of part-time education/training and part-time employment.

– Nil or rounded to zero. **np** Not published.

*Source:* ABS (unpublished) Survey of Education and Work, 2010.

**Table NEA.9.2 RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010**

	<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>
Relative standard errors										
Completed Year 12	Est. %	5.0	3.5	3.4	5.5	5.4	10.8	8.7	13.0	1.7
Participating in full-time education/training (b)	Prop. %	6.5	5.2	6.9	9.0	10.6	17.9	11.9	43.4	3.2
Participating in full-time employment (c)	Prop. %	13.9	12.6	11.1	12.9	19.2	30.4	24.7	25.7	4.7
<b>Total fully engaged (d)</b>	<b>Prop. %</b>	<b>3.7</b>	<b>3.0</b>	<b>4.6</b>	<b>4.7</b>	<b>6.4</b>	<b>9.9</b>	<b>5.5</b>	<b>14.0</b>	<b>2.1</b>
Completed Year 11	Est. %	21.3	15.4	18.2	15.2	12.0	33.8	np	np	7.2
Participating in full-time education/training (b)	Prop. %	np	36.0	25.2	58.7	np	–	–	np	19.3
Participating in full-time employment (c)	Prop. %	14.3	22.1	21.1	20.9	25.4	41.7	np	np	9.1
<b>Total fully engaged (d)</b>	<b>Prop. %</b>	<b>11.0</b>	<b>12.7</b>	<b>11.9</b>	<b>16.0</b>	<b>22.3</b>	<b>25.0</b>	<b>np</b>	<b>42.8</b>	<b>5.9</b>
Completed Year 10	Est. %	10.1	10.8	12.2	13.2	18.1	14.0	np	np	5.9
Participating in full-time education/training (b)	Prop. %	23.1	33.7	29.9	29.0	34.6	np	np	–	15.4
Participating in full-time employment (c)	Prop. %	12.6	15.9	14.5	16.8	20.6	14.3	33.8	7.7	6.0
<b>Total fully engaged (d)</b>	<b>Prop. %</b>	<b>8.7</b>	<b>13.2</b>	<b>13.3</b>	<b>14.0</b>	<b>16.1</b>	<b>14.3</b>	<b>20.0</b>	<b>7.7</b>	<b>5.3</b>
Total	Est. %	2.4	3.0	1.9	2.7	2.5	6.8	6.0	8.1	1.1
Participating in full-time education/training (b)	Prop. %	8.3	7.0	7.7	8.8	10.6	20.4	13.7	41.4	3.3
Participating in full-time employment (c)	Prop. %	10.6	9.0	8.8	9.4	12.6	16.2	20.5	12.3	3.7

**Table NEA.9.2 RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010**

	<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>
<b>Total fully engaged (d)</b>	<b>Prop. %</b>	<b>3.7</b>	<b>3.8</b>	<b>4.0</b>	<b>5.6</b>	<b>6.0</b>	<b>8.9</b>	<b>5.6</b>	<b>8.1</b>	<b>2.1</b>
95 per cent confidence intervals										
Completed Year 12	'000	13.8	7.1	8.2	5.6	3.3	1.4	1.3	1.1	15.8
Participating in full-time education/training (b)	±	7.9	6.8	5.5	8.4	9.7	13.6	14.4	27.4	3.4
Participating in full-time employment (c)	±	4.7	3.9	6.2	7.3	8.0	13.1	10.5	20.7	2.0
<b>Total fully engaged (d)</b>	<b>±</b>	<b>5.9</b>	<b>4.9</b>	<b>6.3</b>	<b>7.2</b>	<b>8.9</b>	<b>12.6</b>	<b>8.7</b>	<b>20.2</b>	<b>3.2</b>
Completed Year 11	'000	6.7	6.5	6.1	3.7	2.3	1.1	np	np	11.2
Participating in full-time education/training (b)	±	np	10.3	13.2	8.8	np	—	—	np	5.0
Participating in full-time employment (c)	±	17.1	15.8	17.8	22.1	19.0	46.4	np	np	8.3
<b>Total fully engaged (d)</b>	<b>±</b>	<b>16.3</b>	<b>13.8</b>	<b>15.4</b>	<b>21.1</b>	<b>19.4</b>	<b>31.7</b>	<b>np</b>	<b>40.4</b>	<b>7.3</b>
Completed Year 10 and below	'000	13.9	6.5	7.8	5.7	3.5	1.6	np	np	20.4
Participating in full-time education/training (b)	±	7.1	5.5	5.9	7.1	6.9	np	np	—	3.6
Participating in full-time employment (c)	±	9.2	11.6	10.0	14.0	16.0	14.8	31.7	12.8	4.6
<b>Total fully engaged (d)</b>	<b>±</b>	<b>9.8</b>	<b>12.1</b>	<b>12.1</b>	<b>14.6</b>	<b>15.7</b>	<b>16.9</b>	<b>22.4</b>	<b>12.8</b>	<b>5.5</b>
Total	'000	10.8	9.3	6.5	4.6	2.5	1.9	1.1	1.3	15.9
Participating in full-time education/training (b)	±	7.1	6.5	5.1	5.7	6.6	7.9	14.0	15.3	2.6

**Table NEA.9.2 RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010**

	<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>
Participating in full-time employment (c)	±	5.5	4.0	5.4	6.6	7.0	12.2	10.6	13.4	2.1
<b>Total fully engaged (d)</b>	<b>±</b>	<b>5.4</b>	<b>5.5</b>	<b>5.0</b>	<b>7.7</b>	<b>7.3</b>	<b>11.0</b>	<b>8.4</b>	<b>11.8</b>	<b>2.9</b>

(a) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

(b) Includes people in full-time education/training and full-time employment.

(c) Includes people in full-time employment and full-time education/training.

(d) Components do not add up to the total since there is overlap between component categories and people engaged in a mix of part-time education/training and part-time employment.

– Nil or rounded to zero. **np** Not published

Source: ABS (unpublished) Survey of Education and Work, 2010.

**Table NEA.9.3 Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, 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</i>
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (c)	'000	27.7	15.9	11.9	7.0	3.4	3.6	np	np	71.4
Total 15-19 year old population who have left school	'000	46.5	27.4	22.8	12.2	8.1	5.7	0.4	2.0	125.1
<b>Proportion fully engaged in education, training and/or employment</b>	<b>%</b>	<b>59.6</b>	<b>57.9</b>	<b>52.2</b>	<b>57.4</b>	<b>42.2</b>	<b>63.0</b>	<b>np</b>	<b>np</b>	<b>57.0</b>
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (c)	'000	32.6	16.7	22.6	12.4	5.6	1.1	0.4	1.7	93.2
Total 15-19 year old population who have left school	'000	43.2	25.2	38.0	18.5	10.8	1.8	0.7	2.0	140.2
<b>Proportion fully engaged in education, training and/or employment</b>	<b>%</b>	<b>75.6</b>	<b>66.3</b>	<b>59.6</b>	<b>66.9</b>	<b>52.1</b>	<b>61.2</b>	<b>58.0</b>	<b>84.9</b>	<b>66.5</b>
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (c)	'000	28.4	26.5	22.1	8.9	5.5	2.0	0.9	1.4	95.7
Total 15-19 year old population who have left school	'000	36.9	36.9	32.2	14.1	8.9	3.2	1.2	2.4	135.6
<b>Proportion fully engaged in education, training and/or employment</b>	<b>%</b>	<b>77.1</b>	<b>71.9</b>	<b>68.6</b>	<b>63.7</b>	<b>61.4</b>	<b>62.7</b>	<b>76.6</b>	<b>58.5</b>	<b>70.6</b>
SEIFA IRSD quintile 4										
All school leavers										

**Table NEA.9.3 Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, 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</i>
Fully engaged in education, training and/or employment (c)	'000	33.0	25.7	26.5	13.9	9.1	1.3	1.8	0.3	111.9
Total 15-19 year old population who have left school	'000	46.6	32.2	38.2	16.9	11.6	2.3	2.2	0.6	150.6
<b>Proportion fully engaged in education, training and/or employment</b>	<b>%</b>	<b>70.9</b>	<b>79.9</b>	<b>69.4</b>	<b>82.4</b>	<b>79.0</b>	<b>57.7</b>	<b>82.8</b>	<b>56.4</b>	<b>74.3</b>
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (c)	'000	40.1	28.8	29.7	17.0	7.5	1.0	2.8	0.8	127.8
Total 15-19 year old population who have left school	'000	48.7	34.1	42.4	23.7	11.1	1.3	3.9	0.9	166.1
<b>Proportion fully engaged in education, training and/or employment</b>	<b>%</b>	<b>82.4</b>	<b>84.6</b>	<b>70.1</b>	<b>71.6</b>	<b>68.1</b>	<b>75.1</b>	<b>72.3</b>	<b>88.8</b>	<b>76.9</b>
Total (d)										
All school leavers										
Fully engaged in education, training and/or employment (c)	'000	166.4	113.7	112.8	60.2	31.2	8.9	7.2	5.9	506.3
Total 15-19 year old population who have left school	'000	226.9	156.2	173.9	86.3	50.5	14.2	9.4	7.9	725.3
<b>Proportion fully engaged in education, training and/or employment</b>	<b>%</b>	<b>73.3</b>	<b>72.8</b>	<b>64.9</b>	<b>69.7</b>	<b>61.8</b>	<b>63.0</b>	<b>76.7</b>	<b>74.3</b>	<b>69.8</b>

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

**Table NEA.9.3 Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, 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</i>
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(c) Fully engaged comprises persons in full-time education/training; full-time employment; or both part-time education/training and part-time employment.

(d) Includes persons who live in a CD for which the SEIFA score could not be determined.

**np** Not published.

*Source:* ABS (unpublished) Survey of Education and Work, 2010.

**Table NEA.9.4 RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, 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</i>
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (c)	Est. %	17.5	20.4	21.6	26.6	37.1	24.2	np	np	9.0
Total 15-19 year old population who have left school	Est. %	12.3	16.2	20.3	21.6	19.2	19.6	72.9	30.9	7.4
<b>Proportion fully engaged in education, training and/or employment</b>	<b>Prop. %</b>	<b>8.8</b>	<b>14.0</b>	<b>17.9</b>	<b>23.7</b>	<b>28.6</b>	<b>11.8</b>	<b>np</b>	<b>np</b>	<b>6.1</b>
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (c)	Est. %	20.2	19.6	17.7	21.4	20.2	36.3	56.6	32.7	8.5
Total 15-19 year old population who have left school	Est. %	16.0	16.0	14.6	17.4	16.1	31.9	39.6	28.0	6.3
<b>Proportion fully engaged in education, training and/or employment</b>	<b>Prop. %</b>	<b>7.2</b>	<b>12.9</b>	<b>9.9</b>	<b>12.3</b>	<b>16.1</b>	<b>17.4</b>	<b>47.4</b>	<b>10.1</b>	<b>4.0</b>
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (c)	Est. %	16.1	18.6	19.4	26.5	24.0	34.4	34.4	36.4	8.4
Total 15-19 year old population who have left school	Est. %	13.9	14.9	16.4	23.2	16.8	27.6	33.5	38.0	7.7
<b>Proportion fully engaged in education, training and/or employment</b>	<b>Prop. %</b>	<b>6.6</b>	<b>7.6</b>	<b>8.1</b>	<b>16.1</b>	<b>15.0</b>	<b>17.1</b>	<b>19.7</b>	<b>12.5</b>	<b>2.9</b>
SEIFA IRSD quintile 4										
All school leavers										



**Table NEA.9.4 RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, 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</i>
Fully engaged in education, training and/or employment (c)	Est. %	18.2	13.3	14.1	16.8	18.9	34.9	22.7	62.3	7.8
Total 15-19 year old population who have left school	Est. %	14.4	13.3	14.0	16.3	18.2	33.3	22.1	57.7	7.4
<b>Proportion fully engaged in education, training and/or employment</b>	<b>Prop. %</b>	<b>7.9</b>	<b>6.0</b>	<b>7.1</b>	<b>5.9</b>	<b>8.0</b>	<b>23.0</b>	<b>10.7</b>	<b>82.4</b>	<b>3.5</b>
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (c)	Est. %	13.1	16.2	14.7	12.7	27.2	74.3	18.2	44.8	7.0
Total 15-19 year old population who have left school	Est. %	11.8	15.2	13.1	11.5	22.8	58.0	16.3	38.1	5.6
<b>Proportion fully engaged in education, training and/or employment</b>	<b>Prop. %</b>	<b>4.4</b>	<b>5.3</b>	<b>9.5</b>	<b>6.8</b>	<b>14.2</b>	<b>41.9</b>	<b>11.1</b>	<b>14.6</b>	<b>3.7</b>
Total (d)										
All school leavers										
Fully engaged in education, training and/or employment (c)	Est. %	4.9	3.9	4.6	5.3	6.4	11.5	8.3	11.3	2.2
Total 15-19 year old population who have left school	Est. %	2.4	3.0	1.9	2.7	2.5	6.8	6.0	8.1	1.1
<b>Proportion fully engaged in education, training and/or employment</b>	<b>Prop. %</b>	<b>3.7</b>	<b>3.8</b>	<b>4.0</b>	<b>5.6</b>	<b>6.0</b>	<b>8.9</b>	<b>5.6</b>	<b>8.1</b>	<b>2.1</b>

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

**Table NEA.9.4 RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, 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</i>
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(c) Fully engaged comprises persons in full-time education/training; full-time employment; or both part-time education/training and part-time employment.

(d) Includes persons who live in a CD for which the SEIFA score could not be determined.

**np** Not published.

*Source:* ABS (unpublished) Survey of Education and Work, 2010.

**Table NEA.9.5 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, 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</i>
SEIFA IRSD quintile 1										
All school leavers										
Fully engaged in education, training and/or employment (c)	± '000	9.5	6.4	5.0	3.6	2.5	1.7	np	np	12.6
Total 15-19 year old population who have left school	± '000	11.2	8.7	9.1	5.2	3.0	2.2	0.6	1.2	18.0
<b>Proportion fully engaged in education, training and/or employment</b>	<b>± %</b>	<b>10.3</b>	<b>15.9</b>	<b>18.3</b>	<b>26.7</b>	<b>23.7</b>	<b>14.6</b>	<b>np</b>	<b>np</b>	<b>6.8</b>
SEIFA IRSD quintile 2										
All school leavers										
Fully engaged in education, training and/or employment (c)	± '000	12.9	6.4	7.9	5.2	2.2	0.8	0.4	1.1	15.5
Total 15-19 year old population who have left school	± '000	13.5	7.9	10.9	6.3	3.4	1.1	0.5	1.1	17.2
<b>Proportion fully engaged in education, training and/or employment</b>	<b>± %</b>	<b>10.7</b>	<b>16.8</b>	<b>11.5</b>	<b>16.1</b>	<b>16.4</b>	<b>20.9</b>	<b>53.9</b>	<b>16.8</b>	<b>5.2</b>
SEIFA IRSD quintile 3										
All school leavers										
Fully engaged in education, training and/or employment (c)	± '000	9.0	9.7	8.4	4.7	2.6	1.3	0.6	1.0	15.7
Total 15-19 year old population who have left school	± '000	10.0	10.8	10.3	6.4	2.9	1.7	0.8	1.8	20.4
<b>Proportion fully engaged in education, training and/or employment</b>	<b>± %</b>	<b>10.0</b>	<b>10.7</b>	<b>10.8</b>	<b>20.1</b>	<b>18.1</b>	<b>21.1</b>	<b>29.5</b>	<b>14.3</b>	<b>4.0</b>

**Table NEA.9.5 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, 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</i>
SEIFA IRSD quintile 4										
All school leavers										
Fully engaged in education, training and/or employment (c)	± '000	11.8	6.7	7.3	4.6	3.4	0.9	0.8	0.4	17.1
Total 15-19 year old population who have left school	± '000	13.1	8.4	10.5	5.4	4.1	1.5	1.0	0.7	21.7
<b>Proportion fully engaged in education, training and/or employment</b>	<b>± %</b>	<b>11.0</b>	<b>9.4</b>	<b>9.7</b>	<b>9.6</b>	<b>12.3</b>	<b>26.1</b>	<b>17.4</b>	<b>91.2</b>	<b>5.1</b>
SEIFA IRSD quintile 5										
All school leavers										
Fully engaged in education, training and/or employment (c)	± '000	10.3	9.2	8.6	4.2	4.0	1.4	1.0	0.7	17.6
Total 15-19 year old population who have left school	± '000	11.2	10.2	10.9	5.4	4.9	1.4	1.3	0.7	18.2
<b>Proportion fully engaged in education, training and/or employment</b>	<b>± %</b>	<b>7.0</b>	<b>8.8</b>	<b>13.1</b>	<b>9.5</b>	<b>18.9</b>	<b>61.7</b>	<b>15.7</b>	<b>25.4</b>	<b>5.5</b>
Total (d)										
All school leavers										
Fully engaged in education, training and/or employment (c)	± '000	15.9	8.6	10.1	6.2	3.9	2.0	1.2	1.3	21.6
Total 15-19 year old population who have left school	± '000	10.8	9.3	6.5	4.6	2.5	1.9	1.1	1.3	15.9
<b>Proportion fully engaged in education, training and/or employment</b>	<b>± %</b>	<b>5.4</b>	<b>5.5</b>	<b>5.0</b>	<b>7.7</b>	<b>7.3</b>	<b>11.0</b>	<b>8.4</b>	<b>11.8</b>	<b>2.9</b>

**Table NEA.9.5 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, 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</i>
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(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

(c) Fully engaged comprises persons in full-time education/training; full-time employment; or both part-time education/training and part-time employment.

(d) Includes persons who live in a CD for which the SEIFA score could not be determined.

**np** Not published.

*Source:* ABS (unpublished) Survey of Education and Work, 2010.

## **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 Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010**

	<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>
18–24 year old population engaged in full-time employment, education or training at or above Cert. III (b)										
Participation in full-time education at or above Cert. III and part-time or no employment	'000	216.9	194.6	95.3	52.1	45.8	8.3	13.8	2.5	629.3
Participation in full-time employment and not in full-time education at or above Cert. III	'000	255.1	213.0	208.7	111.6	59.5	18.7	17.8	12.6	896.9
Participation in a combination of education at or above Cert III and employment (either full-time education and full-time employment or part-time education and part-time employment)	'000	21.5	16.7	12.9	7.0	4.0	1.1	1.5	1.1	65.8
Total	'000	493.5	424.2	316.9	170.8	109.3	28.2	33.0	16.2	1 592.0
Total 18–24 year old population	'000	697.0	561.2	439.3	229.0	158.9	44.8	38.9	22.8	2 192.0
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>%</b>	<b>70.8</b>	<b>75.6</b>	<b>72.1</b>	<b>74.6</b>	<b>68.8</b>	<b>62.8</b>	<b>84.8</b>	<b>71.3</b>	<b>72.6</b>

(a) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

(b) Persons 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.

Source: ABS (2010) *Survey of Education and Work*, ABS, Canberra, Cat. No. 6227.0.

**Table NEA 10.2 RSEs and 95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010**

	<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>
Relative Standard Errors										
18–24 year old population engaged in full-time employment, education or training at or above Cert. III (b)										
Participation in full-time education at or above Cert. III and part-time or no employment	Est. %	6.3	4.5	9.6	10.7	6.6	15.0	10.0	33.4	3.2
Participation in full-time employment and not in full-time education at or above Cert. III	Est. %	3.9	3.1	4.8	5.3	6.3	8.1	6.1	8.2	1.7
Participation in a combination of education at or above Cert III and employment (either full-time education and full-time employment or part-time education and part-time employment)	Est. %	16.9	17.9	18.5	26.0	25.3	40.4	29.2	47.6	9.4
Total	Est. %	2.7	1.5	3.2	2.7	3.1	5.3	2.6	4.6	1.1
Total 18–24 year old population	Est. %	0.7	0.5	1.0	0.7	0.6	1.1	1.0	2.4	0.2
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>Prop. %</b>	<b>2.6</b>	<b>1.6</b>	<b>2.7</b>	<b>2.6</b>	<b>3.0</b>	<b>5.2</b>	<b>2.3</b>	<b>4.1</b>	<b>1.0</b>
95 per cent Confidence Intervals										
18–24 year old population engaged in full-time employment, education or training at or above Cert. III (b)										
Participation in full-time education at or above Cert. III and part-time or no employment	± '000	26.8	17.0	18.0	11.0	5.9	2.4	2.7	1.7	39.3
Participation in full-time employment and not in full-time education at or above Cert. III	± '000	19.3	12.8	19.8	11.5	7.3	3.0	2.1	2.0	29.7



**Table NEA 10.2 RSEs and 95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010**

		<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>
Participation in a combination of education at or above Cert III and employment (either full-time education and full-time employment or part-time education and part-time employment)	±	'000	7.1	5.9	4.7	3.6	2.0	0.9	0.8	1.0	12.1
Total	±	'000	25.8	12.8	19.6	9.0	6.7	2.9	1.7	1.5	34.1
Total 18–24 year old population	±	'000	9.5	5.2	8.5	3.0	1.8	1.0	0.8	1.0	10.4
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	±	%	<b>3.6</b>	<b>2.4</b>	<b>3.8</b>	<b>3.8</b>	<b>4.0</b>	<b>6.4</b>	<b>3.9</b>	<b>5.7</b>	<b>1.5</b>

(a) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

(b) Persons 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.

Source: ABS (2010) *Survey of Education and Work*, ABS, Canberra, Cat. No. 6227.0

**Table NEA.10.3 Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, 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</i>
SEIFA IRSD quintile 1										
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	'000	73.2	59.7	33.3	25.9	21.1	9.8	1.3	4.6	228.9
Total 18–24 year old population	'000	133.1	100.1	54.9	35.5	36.1	16.7	1.6	7.0	384.9
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>%</b>	<b>55.0</b>	<b>59.6</b>	<b>60.6</b>	<b>72.9</b>	<b>58.6</b>	<b>58.8</b>	<b>80.4</b>	<b>66.4</b>	<b>59.5</b>
SEIFA IRSD quintile 2										
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	'000	96.0	67.3	60.0	33.6	22.4	4.6	0.8	4.8	289.5
Total 18–24 year old population	'000	134.3	94.3	90.1	47.8	33.5	6.6	1.2	5.9	413.7
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>%</b>	<b>71.5</b>	<b>71.3</b>	<b>66.6</b>	<b>70.3</b>	<b>66.8</b>	<b>70.2</b>	<b>69.6</b>	<b>80.7</b>	<b>70.0</b>
SEIFA IRSD quintile 3										
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	'000	93.3	91.2	67.4	25.7	21.5	6.0	4.8	4.1	314.1
Total 18–24 year old population	'000	127.8	115.1	91.3	34.3	31.2	9.5	6.4	6.3	422.0

**Table NEA.10.3 Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, 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</i>
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>%</b>	<b>73.0</b>	<b>79.2</b>	<b>73.8</b>	<b>75.1</b>	<b>68.8</b>	<b>63.5</b>	<b>74.0</b>	<b>65.5</b>	<b>74.4</b>
SEIFA IRSD quintile 4										
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	'000	105.1	88.5	79.8	41.2	24.2	6.0	7.3	1.6	353.7
Total 18–24 year old population	'000	139.2	110.3	105.3	54.8	30.7	9.6	8.5	1.8	460.2
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>%</b>	<b>75.5</b>	<b>80.3</b>	<b>75.8</b>	<b>75.2</b>	<b>78.7</b>	<b>62.6</b>	<b>86.0</b>	<b>86.5</b>	<b>76.8</b>
SEIFA IRSD quintile 5										
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	'000	118.1	117.5	75.9	43.8	19.9	1.7	16.5	1.1	394.6
Total 18–24 year old population	'000	153.0	141.4	97.0	56.1	27.2	2.5	18.7	1.8	497.6
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>%</b>	<b>77.2</b>	<b>83.1</b>	<b>78.3</b>	<b>78.1</b>	<b>73.1</b>	<b>69.4</b>	<b>88.2</b>	<b>63.6</b>	<b>79.3</b>

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

**Table NEA.10.3 Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, 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</i>
(b) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.									
(c) Persons 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.									

*Source:* ABS (unpublished) Survey of Education and Work, 2010.

**Table NEA.10.4 RSEs for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, 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</i>
SEIFA IRSD quintile 1										
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	Est. %	11.9	12.0	16.1	18.6	16.0	14.6	58.8	23.2	6.7
Total 18–24 year old population	Est. %	9.1	10.3	16.0	15.9	11.9	10.6	53.3	23.0	5.8
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>Prop.%</b>	<b>5.2</b>	<b>7.2</b>	<b>9.3</b>	<b>6.5</b>	<b>9.4</b>	<b>9.3</b>	<b>16.4</b>	<b>10.3</b>	<b>2.6</b>
SEIFA IRSD quintile 2										
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	Est. %	13.3	15.4	13.9	12.2	13.0	26.9	59.9	21.4	5.8
Total 18–24 year old population	Est. %	11.6	12.7	11.5	12.1	10.8	23.1	44.4	20.0	5.2
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>Prop.%</b>	<b>6.0</b>	<b>5.2</b>	<b>5.4</b>	<b>5.9</b>	<b>5.2</b>	<b>10.5</b>	<b>40.8</b>	<b>7.2</b>	<b>2.6</b>
SEIFA IRSD quintile 3										
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	Est. %	10.5	12.8	12.7	19.4	15.3	21.4	24.5	25.5	6.5
Total 18–24 year old population	Est. %	10.2	12.4	10.4	19.3	13.5	16.5	26.2	24.6	6.2

**Table NEA.10.4 RSEs for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, 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</i>
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>Prop. %</b>	<b>4.4</b>	<b>3.3</b>	<b>5.8</b>	<b>6.3</b>	<b>5.9</b>	<b>10.2</b>	<b>7.9</b>	<b>7.7</b>	<b>2.1</b>
SEIFA IRSD quintile 4										
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	Est. %	10.9	14.0	10.1	13.1	15.2	18.3	21.3	39.7	5.5
Total 18–24 year old population	Est. %	9.7	11.8	9.7	12.4	14.8	16.0	20.3	36.0	4.9
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>Prop. %</b>	<b>4.2</b>	<b>3.7</b>	<b>4.8</b>	<b>3.9</b>	<b>4.1</b>	<b>7.1</b>	<b>4.9</b>	<b>12.1</b>	<b>2.0</b>
SEIFA IRSD quintile 5										
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	Est. %	9.2	9.4	12.1	12.3	17.2	42.9	9.1	44.3	4.7
Total 18–24 year old population	Est. %	9.2	8.9	11.7	11.0	15.4	42.1	9.3	36.6	4.4
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>Prop. %</b>	<b>2.9</b>	<b>2.5</b>	<b>4.4</b>	<b>4.6</b>	<b>7.6</b>	<b>26.0</b>	<b>2.1</b>	<b>21.2</b>	<b>1.6</b>

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

**Table NEA.10.4 RSEs for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, 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</i>
(b) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.										
(c) Persons 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.										

*Source:* ABS (unpublished) Survey of Education and Work, 2010.

**Table NEA.10.5 95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 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</i>
SEIFA IRSD quintile 1											
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (c)	±	'000	17.1	14.1	10.5	9.5	6.6	2.8	1.5	2.1	30.1
Total 18–24 year old population	±	'000	23.8	20.3	17.2	11.1	8.4	3.5	1.7	3.1	44.1
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>±</b>	<b>%</b>	<b>5.6</b>	<b>8.4</b>	<b>11.0</b>	<b>9.3</b>	<b>10.8</b>	<b>10.7</b>	<b>25.9</b>	<b>13.4</b>	<b>3.0</b>
SEIFA IRSD quintile 2											
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (c)	±	'000	25.0	20.2	16.4	8.1	5.7	2.4	1.0	2.0	33.0
Total 18–24 year old population	±	'000	30.7	23.4	20.4	11.4	7.1	3.0	1.1	2.3	42.3
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	<b>±</b>	<b>%</b>	<b>8.4</b>	<b>7.3</b>	<b>7.0</b>	<b>8.1</b>	<b>6.9</b>	<b>14.4</b>	<b>55.7</b>	<b>11.5</b>	<b>3.5</b>
SEIFA IRSD quintile 3											
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (c)	±	'000	19.2	22.9	16.7	9.8	6.4	2.5	2.3	2.1	39.8
Total 18–24 year old population	±	'000	25.7	28.1	18.6	13.0	8.3	3.1	3.3	3.0	51.5



Table NEA.10.5

Table NEA.10.5 **95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 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</i>
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	±	%	<b>6.3</b>	<b>5.2</b>	<b>8.4</b>	<b>9.3</b>	<b>8.0</b>	<b>12.7</b>	<b>11.4</b>	<b>9.9</b>	<b>3.0</b>
SEIFA IRSD quintile 4											
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (c)	±	'000	22.5	24.3	15.8	10.6	7.2	2.2	3.1	1.2	37.8
Total 18–24 year old population	±	'000	26.5	25.5	20.1	13.3	8.9	3.0	3.4	1.3	44.6
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	±	%	<b>6.2</b>	<b>5.9</b>	<b>7.1</b>	<b>5.7</b>	<b>6.4</b>	<b>8.7</b>	<b>8.2</b>	<b>20.5</b>	<b>3.0</b>
SEIFA IRSD quintile 5											
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (c)	±	'000	21.4	21.7	18.1	10.6	6.7	1.4	2.9	1.0	36.2
Total 18–24 year old population	±	'000	27.5	24.5	22.2	12.1	8.2	2.0	3.4	1.3	42.9
<b>Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III</b>	±	%	<b>4.4</b>	<b>4.1</b>	<b>6.7</b>	<b>7.1</b>	<b>10.9</b>	<b>35.4</b>	<b>3.6</b>	<b>26.5</b>	<b>2.5</b>

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

**Table NEA.10.5 95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 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</i>
(b) Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.										
(c) Persons 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.										

*Source:* ABS (unpublished) Survey of Education and Work, 2010.

## **NEA report Indicator 11:**

**Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9**

**See NEA Indicator 5, tables NEA.5.26–37**

## **NEA report Indicator 12:**

**Rates of participation in  
NAPLAN reading, writing &  
numeracy tests - years 3, 5, 7, 9**

Table NIRA.12.1

Table NIRA.12.1 Year 3 student participation in assessment, 2010 (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	97.0	94.9	94.5	93.9	97.4	97.4	97.2
8 yrs 7 mths									
3 yrs 4 mths									
Victoria	93.8	93.6	93.5	84.9	85.2	84.7	94.6	94.3	94.3
8 yrs 9mths									
3 yrs 4 mths									
Queensland	96.1	96.1	95.9	93.4	94.3	92.8	96.3	96.3	96.1
8 yrs 3mths									
3 yrs 4 mths									
WA	95.5	95.7	95.1	86.6	88.1	85.6	96.8	96.8	96.4
8 yrs 5mths									
3yrs 4mths									
SA	93.7	93.4	93.5	82.9	81.1	82.2	94.2	93.9	94.0
8yrs 7mths									
3yrs 4mths									
Tasmania	96.0	96.1	95.6	96.5	97.4	95.6	96.7	96.8	96.3
8yrs 11mths									
3yrs 4mths									
ACT	94.9	94.7	94.7	92.1	91.1	92.1	95.0	94.9	94.8
8yrs 8mths									
3yrs 4mths									
NT	88.0	89.0	87.7	78.7	80.0	77.9	95.6	96.5	95.8
8yrs 6mths									
3yrs 4mths									

Table NIRA.12.1

**Table NIRA.12.1 Year 3 student participation in assessment, 2010 (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	95.5	95.5	95.3	89.9	90.3	89.1	96.1	96.0	95.8

(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: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NIRA.12.2

Table NIRA.12.2 Year 5 student participation in assessment, 2010 (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	97.7	97.4	94.5	94.6	93.4	97.9	97.9	97.6
10yrs 7mths									
5yrs 4mths									
Victoria	94.6	94.5	94.3	88.3	87.9	88.3	94.9	94.8	94.6
10yrs 9mths									
5yrs 4mths									
Queensland	96.6	96.6	96.2	94.1	94.1	92.7	96.8	96.8	96.5
10yrs 1mth									
4yrs 4mths									
WA	96.3	96.3	95.9	87.3	87.2	86.1	97.1	97.0	96.7
10yrs 5mths									
5yrs 4mths									
SA	94.8	94.7	94.6	86.5	85.1	86.3	95.2	95.1	95.0
10yrs 7mths									
5yrs 4mths									
Tasmania	96.5	96.6	96.3	95.6	94.7	95.6	97.3	97.6	97.1
10yrs 11mths									
5yrs 4mths									
ACT	95.4	95.4	95.0	89.5	90.5	90.5	95.6	95.5	95.1
10yrs 8mths									
5yrs 4mths									
NT	89.7	89.6	88.4	81.0	80.5	78.6	96.5	97.0	96.2
10yrs 6mths									
5yrs 4mths									

Table NIRA.12.2

**Table NIRA.12.2 Year 5 student participation in assessment, 2010 (per cent) (a)**

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
1. Average age (b)									
2. Years of schooling (b)	<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>
Aust	96.2	96.2	95.9	91.2	91.0	90.0	96.6	96.5	96.3

(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: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.



Table NIRA.12.3

Table NIRA.12.3 Year 7 student participation in assessment, 2010 (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	97.3	97.4	96.8	90.9	91.1	89.2	97.6	97.8	97.2
12yrs 7mths									
7yrs 4mths									
Victoria	94.6	94.6	94.5	83.7	84.1	83.4	94.9	94.9	94.7
12yrs 9mths									
7yrs 4mths									
Queensland	96.7	96.7	96.3	93.8	94.0	93.0	96.9	96.9	96.6
12yrs 1mth									
6yrs 4mths									
WA	96.3	96.4	96.0	85.3	86.4	85.0	97.0	97.0	96.7
12yrs 4mths									
7yrs 4mths									
SA	94.9	94.8	94.5	85.9	83.4	84.1	95.3	95.3	94.9
12yrs 7mths									
7yrs 4mths									
Tasmania	95.1	95.7	95.1	93.7	92.8	93.0	95.9	96.5	95.8
12yrs 10mths									
7yrs 4mths									
ACT	95.6	95.8	95.5	84.5	84.5	87.3	96.0	96.1	95.8
12yrs 8mths									
7yrs 4mths									
NT	89.1	90.2	90.0	77.4	79.7	81.0	97.1	97.2	96.0
12yrs 5mths									
7yrs 4mths									

Table NIRA.12.3

**Table NIRA.12.3 Year 7 student participation in assessment, 2010 (per cent) (a)**

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
1. Average age (b)									
2. Years of schooling (b)	<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>
Aust	96.1	96.2	95.7	89.1	89.5	88.6	96.5	96.5	96.2

(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: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NIRA.12.4

Table NIRA.12.4 Year 9 student participation in assessment, 2010 (per cent) (a)

	All students			Indigenous students			Non-Indigenous students		
	Reading	Writing	Numeracy	Reading	Writing	Numeracy	Reading	Writing	Numeracy
1. Average age (b)									
2. Years of schooling (b)									
NSW	95.0	95.4	94.3	82.3	83.5	80.5	95.6	96.0	95.0
14yrs 7mths									
9yrs 4mths									
Victoria	90.7	90.9	90.6	71.5	72.4	73.2	91.4	91.6	91.3
14yrs 9mths									
9yrs 4mths									
Queensland	93.6	94.0	93.3	86.4	86.9	86.0	94.1	94.5	93.8
14yrs 1mth									
8yrs 4mths									
WA	93.7	93.9	93.3	74.0	74.9	73.9	95.0	95.2	94.6
14yrs 0mth									
8yrs 4mths									
SA	90.4	90.3	89.5	67.9	66.6	65.5	91.2	91.1	90.3
14yrs 6mths									
9yrs 4mths									
Tasmania	91.1	91.1	90.9	85.1	85.3	86.7	92.7	92.6	92.2
14 yrs 10mths									
9yrs 4mths									
ACT	91.8	92.4	91.7	76.9	77.9	76.9	92.1	92.7	92.0
14yrs 8mths									
9yrs 4mths									
NT	84.3	84.3	82.7	66.3	64.9	63.9	95.8	96.7	94.7
14yrs 6mths									
9yrs 4mths									

Table NIRA.12.4

**Table NIRA.12.4 Year 9 student participation in assessment, 2010 (per cent) (a)**

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
1. Average age (b)									
2. Years of schooling (b)	<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>
Aust	92.9	93.2	92.5	79.7	80.2	78.8	93.7	94.0	93.3

(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: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NIRA.12.5 Proportion of student exemptions, by Indigenous status, by State and Territory, 2010 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 reading									
Indigenous students (a)	2.8	5.6	3.5	1.4	3.9	1.2	7.9	1.9	2.8
Non-Indigenous students	1.7	2.4	2.2	1.4	2.0	1.2	2.1	2.2	2.0
<b>Total</b>	<b>1.8</b>	<b>2.9</b>	<b>2.3</b>	<b>1.5</b>	<b>2.1</b>	<b>1.3</b>	<b>2.2</b>	<b>2.0</b>	<b>2.1</b>
Year 3 writing									
Indigenous students (a)	2.8	5.5	3.4	1.5	3.9	1.2	7.9	1.8	2.8
Non-Indigenous students	1.7	2.4	2.2	1.4	2.0	1.2	2.1	2.2	2.0
<b>Total</b>	<b>1.8</b>	<b>2.9</b>	<b>2.3</b>	<b>1.5</b>	<b>2.1</b>	<b>1.3</b>	<b>2.2</b>	<b>2.0</b>	<b>2.2</b>
Year 3 numeracy									
Indigenous students (a)	2.7	5.5	3.3	1.4	3.9	1.2	7.9	1.9	2.8
Non-Indigenous students	1.7	2.4	2.1	1.4	1.9	1.2	2.0	2.2	1.9
<b>Total</b>	<b>1.7</b>	<b>2.9</b>	<b>2.2</b>	<b>1.5</b>	<b>2.0</b>	<b>1.3</b>	<b>2.2</b>	<b>2.0</b>	<b>2.1</b>
Year 5 reading									
Indigenous students (a)	2.5	4.7	2.3	1.4	2.3	0.6	1.9	2.5	2.4
Non-Indigenous students	1.4	2.4	1.7	1.2	1.8	1.2	2.5	1.7	1.7
<b>Total</b>	<b>1.5</b>	<b>2.7</b>	<b>1.8</b>	<b>1.3</b>	<b>1.8</b>	<b>1.3</b>	<b>2.5</b>	<b>2.0</b>	<b>1.8</b>
Year 5 writing									
Indigenous students (a)	2.5	4.7	2.3	1.3	2.3	0.6	2.9	2.6	2.4
Non-Indigenous students	1.4	2.4	1.8	1.2	1.8	1.2	2.5	1.7	1.8
<b>Total</b>	<b>1.5</b>	<b>2.7</b>	<b>1.8</b>	<b>1.3</b>	<b>1.8</b>	<b>1.3</b>	<b>2.5</b>	<b>2.0</b>	<b>1.9</b>
Year 5 numeracy									
Indigenous students (a)	2.5	4.7	2.3	1.4	2.4	0.6	1.9	2.5	2.3
Non-Indigenous students	1.4	2.3	1.6	1.2	1.8	1.2	2.4	1.7	1.7
<b>Total</b>	<b>1.4</b>	<b>2.6</b>	<b>1.7</b>	<b>1.2</b>	<b>1.8</b>	<b>1.3</b>	<b>2.4</b>	<b>2.0</b>	<b>1.8</b>
Year 7 reading									
Indigenous students (a)	2.3	3.9	1.9	1.7	2.9	1.7	3.6	2.8	2.3
Non-Indigenous students	1.3	1.6	1.6	1.4	1.5	1.0	1.5	3.1	1.5

Table NIRA.12.5 Proportion of student exemptions, by Indigenous status, by State and Territory, 2010 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Total</b>	<b>1.3</b>	<b>1.8</b>	<b>1.6</b>	<b>1.4</b>	<b>1.5</b>	<b>1.1</b>	<b>1.5</b>	<b>2.8</b>	<b>1.6</b>
Year 7 writing									
Indigenous students (a)	2.2	3.9	1.9	1.7	2.9	2.0	3.6	2.8	2.2
Non-Indigenous students	1.3	1.6	1.6	1.4	1.5	1.0	1.4	3.2	1.5
<b>Total</b>	<b>1.3</b>	<b>1.9</b>	<b>1.6</b>	<b>1.5</b>	<b>1.5</b>	<b>1.2</b>	<b>1.5</b>	<b>2.9</b>	<b>1.6</b>
Year 7 numeracy									
Indigenous students (a)	2.3	3.9	1.9	1.6	2.9	2.0	3.6	2.8	2.3
Non-Indigenous students	1.3	1.6	1.5	1.3	1.5	0.9	1.4	3.1	1.5
<b>Total</b>	<b>1.3</b>	<b>1.8</b>	<b>1.5</b>	<b>1.4</b>	<b>1.5</b>	<b>1.1</b>	<b>1.5</b>	<b>2.8</b>	<b>1.5</b>
Year 9 reading									
Indigenous students (a)	1.6	4.0	2.4	1.6	1.9	0.8	3.8	2.5	2.1
Non-Indigenous students	1.3	1.8	1.5	1.2	1.4	1.3	1.5	2.2	1.5
<b>Total</b>	<b>1.3</b>	<b>2.0</b>	<b>1.6</b>	<b>1.3</b>	<b>1.4</b>	<b>1.4</b>	<b>1.6</b>	<b>2.2</b>	<b>1.6</b>
Year 9 writing									
Indigenous students (a)	1.6	3.9	2.3	1.6	1.9	0.8	3.8	2.4	2.1
Non-Indigenous students	1.3	1.8	1.5	1.2	1.4	1.3	1.5	2.1	1.5
<b>Total</b>	<b>1.3</b>	<b>2.0</b>	<b>1.6</b>	<b>1.3</b>	<b>1.4</b>	<b>1.4</b>	<b>1.5</b>	<b>2.1</b>	<b>1.5</b>
Year 9 numeracy									
Indigenous students (a)	1.7	3.9	2.4	1.5	2.0	0.8	3.8	2.5	2.1
Non-Indigenous students	1.3	1.7	1.5	1.2	1.3	1.3	1.6	2.1	1.5
<b>Total</b>	<b>1.3</b>	<b>1.9</b>	<b>1.5</b>	<b>1.3</b>	<b>1.3</b>	<b>1.4</b>	<b>1.6</b>	<b>2.2</b>	<b>1.5</b>

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NIRA.12.6 Proportion of student absences, by Indigenous status, by State and Territory, 2010 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 reading									
Indigenous students (a)	3.5	8.8	5.3	12.8	10.6	3.0	2.0	20.5	8.3
Non-Indigenous students	1.6	3.1	2.0	2.4	2.9	2.4	1.7	3.0	2.3
<b>Total</b>	<b>1.7</b>	<b>3.5</b>	<b>2.2</b>	<b>3.4</b>	<b>3.3</b>	<b>2.4</b>	<b>1.7</b>	<b>10.7</b>	<b>2.7</b>
Year 3 writing									
Indigenous students (a)	4.0	8.4	4.5	11.3	12.6	2.1	3.0	19.2	7.9
Non-Indigenous students	1.5	3.3	2.0	2.3	3.2	2.3	1.8	2.1	2.3
<b>Total</b>	<b>1.7</b>	<b>3.6</b>	<b>2.2</b>	<b>3.3</b>	<b>3.5</b>	<b>2.3</b>	<b>1.8</b>	<b>9.7</b>	<b>2.7</b>
Year 3 numeracy									
Indigenous students (a)	4.6	9.2	5.9	13.8	12.0	4.0	2.0	21.3	9.1
Non-Indigenous students	1.9	3.5	2.3	2.9	3.2	2.8	2.0	2.8	2.6
<b>Total</b>	<b>2.0</b>	<b>3.9</b>	<b>2.6</b>	<b>4.0</b>	<b>3.6</b>	<b>3.0</b>	<b>2.0</b>	<b>11.0</b>	<b>3.1</b>
Year 5 reading									
Indigenous students (a)	4.2	7.4	4.7	12.2	9.7	3.0	6.7	18.2	7.4
Non-Indigenous students	1.5	3.3	2.0	2.4	2.6	2.2	2.1	2.5	2.3
<b>Total</b>	<b>1.6</b>	<b>3.5</b>	<b>2.2</b>	<b>3.1</b>	<b>2.9</b>	<b>2.3</b>	<b>2.2</b>	<b>9.4</b>	<b>2.5</b>
Year 5 writing									
Indigenous students (a)	4.1	7.7	4.8	12.3	11.1	3.8	5.7	18.9	7.6
Non-Indigenous students	1.5	3.4	2.0	2.4	2.6	2.0	2.1	2.2	2.3
<b>Total</b>	<b>1.6</b>	<b>3.6</b>	<b>2.2</b>	<b>3.1</b>	<b>3.0</b>	<b>2.2</b>	<b>2.2</b>	<b>9.6</b>	<b>2.6</b>
Year 5 numeracy									
Indigenous students (a)	5.3	7.4	6.2	13.4	9.7	3.0	5.7	20.6	8.6
Non-Indigenous students	1.8	3.7	2.4	2.8	2.9	2.4	2.5	3.0	2.6
<b>Total</b>	<b>2.0</b>	<b>3.8</b>	<b>2.7</b>	<b>3.5</b>	<b>3.2</b>	<b>2.5</b>	<b>2.6</b>	<b>10.8</b>	<b>2.9</b>
Year 7 reading									
Indigenous students (a)	8.5	14.0	5.1	14.4	10.3	5.9	14.5	22.2	9.9
Non-Indigenous students	2.1	4.2	2.1	2.6	2.8	3.6	3.1	2.5	2.8

Table NIRA.12.6 Proportion of student absences, by Indigenous status, by State and Territory, 2010 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Total</b>	<b>2.5</b>	<b>4.5</b>	<b>2.3</b>	<b>3.3</b>	<b>3.0</b>	<b>3.9</b>	<b>3.5</b>	<b>10.5</b>	<b>3.2</b>
Year 7 writing									
Indigenous students (a)	8.3	13.4	4.7	13.4	12.6	6.8	14.5	20.0	9.5
Non-Indigenous students	2.0	4.3	2.1	2.6	2.8	3.0	2.9	2.6	2.7
<b>Total</b>	<b>2.3</b>	<b>4.5</b>	<b>2.3</b>	<b>3.2</b>	<b>3.1</b>	<b>3.4</b>	<b>3.2</b>	<b>9.6</b>	<b>3.1</b>
Year 7 numeracy									
Indigenous students (a)	10.1	14.1	5.9	14.8	12.0	6.5	11.8	18.6	10.4
Non-Indigenous students	2.5	4.4	2.4	3.0	3.1	3.7	3.2	3.6	3.1
<b>Total</b>	<b>2.9</b>	<b>4.6</b>	<b>2.7</b>	<b>3.7</b>	<b>3.4</b>	<b>4.0</b>	<b>3.5</b>	<b>9.6</b>	<b>3.5</b>
Year 9 reading									
Indigenous students (a)	17.2	25.9	11.7	25.6	29.7	14.5	20.2	33.5	19.2
Non-Indigenous students	4.0	7.5	4.5	4.6	6.8	6.7	6.7	4.0	5.3
<b>Total</b>	<b>4.7</b>	<b>8.0</b>	<b>5.0</b>	<b>5.9</b>	<b>7.6</b>	<b>7.8</b>	<b>7.0</b>	<b>15.5</b>	<b>6.1</b>
Year 9 writing									
Indigenous students (a)	16.1	24.9	11.3	24.7	31.1	14.3	19.2	35.0	18.7
Non-Indigenous students	3.7	7.3	4.1	4.4	6.9	6.9	6.1	3.0	5.1
<b>Total</b>	<b>4.3</b>	<b>7.9</b>	<b>4.6</b>	<b>5.6</b>	<b>7.7</b>	<b>7.8</b>	<b>6.3</b>	<b>15.4</b>	<b>5.9</b>
Year 9 numeracy									
Indigenous students (a)	19.0	23.8	12.1	25.7	32.1	12.9	20.2	36.0	20.0
Non-Indigenous students	4.6	7.6	4.8	5.0	7.7	7.3	6.8	5.0	5.8
<b>Total</b>	<b>5.3</b>	<b>8.1</b>	<b>5.3</b>	<b>6.3</b>	<b>8.6</b>	<b>8.0</b>	<b>7.1</b>	<b>17.1</b>	<b>6.5</b>

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.



Table NIRA.12.7 Proportion of student withdrawals, by Indigenous status, by State and Territory, 2010 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 reading									
Indigenous students (a)	1.6	6.3	1.3	0.6	6.5	0.5	5.9	0.8	1.9
Non-Indigenous students	1.0	2.4	1.7	0.8	2.9	0.9	3.3	1.4	1.6
<b>Total</b>	<b>1.1</b>	<b>2.7</b>	<b>1.7</b>	<b>1.0</b>	<b>3.1</b>	<b>1.5</b>	<b>3.4</b>	<b>1.2</b>	<b>1.8</b>
Year 3 writing									
Indigenous students (a)	1.5	6.5	1.3	0.5	6.4	0.5	5.9	0.9	1.8
Non-Indigenous students	1.0	2.4	1.7	0.8	2.9	0.9	3.3	1.4	1.7
<b>Total</b>	<b>1.1</b>	<b>2.8</b>	<b>1.6</b>	<b>1.0</b>	<b>3.1</b>	<b>1.5</b>	<b>3.4</b>	<b>1.3</b>	<b>1.8</b>
Year 3 numeracy									
Indigenous students (a)	1.5	6.1	1.3	0.6	5.8	0.5	5.9	0.8	1.8
Non-Indigenous students	0.9	2.3	1.6	0.8	2.7	0.8	3.2	1.4	1.5
<b>Total</b>	<b>1.0</b>	<b>2.6</b>	<b>1.6</b>	<b>0.9</b>	<b>2.9</b>	<b>1.5</b>	<b>3.3</b>	<b>1.2</b>	<b>1.7</b>
Year 5 reading									
Indigenous students (a)	1.3	4.3	1.1	0.5	3.9	1.5	3.8	0.8	1.4
Non-Indigenous students	0.6	1.8	1.2	0.6	2.2	0.5	2.3	1.0	1.2
<b>Total</b>	<b>0.6</b>	<b>1.9</b>	<b>1.2</b>	<b>0.6</b>	<b>2.3</b>	<b>1.2</b>	<b>2.4</b>	<b>0.9</b>	<b>1.2</b>
Year 5 writing									
Indigenous students (a)	1.3	4.4	1.1	0.5	3.9	1.5	3.8	0.6	1.4
Non-Indigenous students	0.6	1.8	1.2	0.6	2.2	0.5	2.3	0.9	1.2
<b>Total</b>	<b>0.6</b>	<b>1.9</b>	<b>1.2</b>	<b>0.6</b>	<b>2.3</b>	<b>1.2</b>	<b>2.4</b>	<b>0.8</b>	<b>1.2</b>
Year 5 numeracy									
Indigenous students (a)	1.3	4.3	1.0	0.5	4.0	1.5	3.8	0.8	1.4
Non-Indigenous students	0.6	1.7	1.1	0.5	2.1	0.5	2.3	0.9	1.1
<b>Total</b>	<b>0.6</b>	<b>1.8</b>	<b>1.1</b>	<b>0.6</b>	<b>2.2</b>	<b>1.2</b>	<b>2.4</b>	<b>0.8</b>	<b>1.2</b>
Year 7 reading									
Indigenous students (a)	0.6	2.4	1.1	0.2	3.9	0.4	0.9	0.4	1.0
Non-Indigenous students	0.3	0.8	1.0	0.4	2.0	0.5	1.0	0.3	0.7

Table NIRA.12.7 **Proportion of student withdrawals, by Indigenous status, by State and Territory, 2010 (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Total</b>	<b>0.3</b>	<b>0.9</b>	<b>1.0</b>	<b>0.4</b>	<b>2.0</b>	<b>0.9</b>	<b>1.0</b>	<b>0.4</b>	<b>0.8</b>
Year 7 writing									
Indigenous students (a)	0.6	2.5	1.2	0.2	4.0	0.4	0.9	0.3	1.0
Non-Indigenous students	0.3	0.8	1.0	0.4	2.0	0.5	1.0	0.2	0.7
<b>Total</b>	<b>0.3</b>	<b>0.9</b>	<b>1.0</b>	<b>0.4</b>	<b>2.0</b>	<b>0.9</b>	<b>1.0</b>	<b>0.2</b>	<b>0.8</b>
Year 7 numeracy									
Indigenous students (a)	0.6	2.5	1.2	0.2	3.9	0.4	0.9	0.4	1.0
Non-Indigenous students	0.3	0.9	1.0	0.4	2.0	0.5	1.0	0.3	0.7
<b>Total</b>	<b>0.3</b>	<b>0.9</b>	<b>1.0</b>	<b>0.4</b>	<b>2.1</b>	<b>0.9</b>	<b>1.0</b>	<b>0.4</b>	<b>0.8</b>
Year 9 reading									
Indigenous students (a)	0.5	2.6	1.9	0.4	2.4	0.4	2.9	0.2	1.1
Non-Indigenous students	0.4	1.1	1.4	0.4	2.0	0.5	1.2	0.2	0.9
<b>Total</b>	<b>0.4</b>	<b>1.3</b>	<b>1.5</b>	<b>0.4</b>	<b>2.0</b>	<b>1.1</b>	<b>1.3</b>	<b>0.2</b>	<b>1.0</b>
Year 9 writing									
Indigenous students (a)	0.4	2.7	1.8	0.4	2.3	0.4	2.9	0.2	1.1
Non-Indigenous students	0.3	1.1	1.4	0.4	2.0	0.5	1.2	0.3	0.9
<b>Total</b>	<b>0.3</b>	<b>1.2</b>	<b>1.5</b>	<b>0.4</b>	<b>2.0</b>	<b>1.1</b>	<b>1.3</b>	<b>0.2</b>	<b>1.0</b>
Year 9 numeracy									
Indigenous students (a)	0.5	3.0	1.9	0.4	2.4	0.4	2.9	0.2	1.2
Non-Indigenous students	0.4	1.2	1.4	0.3	1.9	0.5	1.2	0.2	0.9
<b>Total</b>	<b>0.4</b>	<b>1.3</b>	<b>1.5</b>	<b>0.4</b>	<b>1.9</b>	<b>1.0</b>	<b>1.3</b>	<b>0.2</b>	<b>1.0</b>

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

Source: ACARA (2010) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2010*, ACARA, Sydney.

Table NIRA.12.8 Proportion of student exemptions, by Indigenous status, by State and Territory, 2009 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 reading									
Indigenous students (a)	2.0	5.7	2.5	1.1	2.2	2.9	3.9	1.4	2.2
Non-Indigenous students	1.3	2.5	1.8	1.3	1.7	1.3	2.9	2.0	1.8
<b>Total</b>	<b>1.3</b>	<b>3.0</b>	<b>1.8</b>	<b>1.3</b>	<b>1.7</b>	<b>1.4</b>	<b>2.9</b>	<b>1.7</b>	<b>1.9</b>
Year 3 writing									
Indigenous students (a)	2.0	5.6	2.6	1.1	2.2	2.9	4.9	1.4	2.3
Non-Indigenous students	1.3	2.5	1.9	1.3	1.7	1.3	2.9	2.0	1.8
<b>Total</b>	<b>1.3</b>	<b>3.0</b>	<b>1.9</b>	<b>1.3</b>	<b>1.7</b>	<b>1.3</b>	<b>2.9</b>	<b>1.7</b>	<b>1.9</b>
Year 3 numeracy									
Indigenous students (a)	2.0	5.6	2.3	1.1	2.2	2.9	4.9	1.4	2.1
Non-Indigenous students	1.2	2.4	1.6	1.2	1.6	1.3	2.8	1.8	1.7
<b>Total</b>	<b>1.3</b>	<b>2.9</b>	<b>1.6</b>	<b>1.3</b>	<b>1.6</b>	<b>1.3</b>	<b>2.8</b>	<b>1.6</b>	<b>1.8</b>
Year 5 reading									
Indigenous students (a)	1.6	5.9	2.8	1.6	2.5	1.7	5.6	1.6	2.3
Non-Indigenous students	1.1	2.3	1.7	1.3	1.7	1.3	2.1	2.2	1.6
<b>Total</b>	<b>1.1</b>	<b>2.6</b>	<b>1.8</b>	<b>1.4</b>	<b>1.7</b>	<b>1.3</b>	<b>2.2</b>	<b>2.1</b>	<b>1.7</b>
Year 5 writing									
Indigenous students (a)	1.6	5.9	3.0	1.6	2.5	1.7	4.7	1.6	2.4
Non-Indigenous students	1.1	2.3	1.7	1.3	1.7	1.3	2.1	2.2	1.6
<b>Total</b>	<b>1.2</b>	<b>2.6</b>	<b>1.8</b>	<b>1.3</b>	<b>1.7</b>	<b>1.3</b>	<b>2.2</b>	<b>2.1</b>	<b>1.7</b>
Year 5 numeracy									
Indigenous students (a)	1.5	5.9	2.8	1.6	2.3	1.7	4.7	1.6	2.3
Non-Indigenous students	1.1	2.2	1.6	1.3	1.6	1.3	2.0	2.2	1.6
<b>Total</b>	<b>1.1</b>	<b>2.6</b>	<b>1.6</b>	<b>1.3</b>	<b>1.7</b>	<b>1.3</b>	<b>2.1</b>	<b>2.0</b>	<b>1.7</b>
Year 7 reading									
Indigenous students (a)	1.3	2.5	2.4	1.5	2.6	0.9	1.1	0.4	1.7
Non-Indigenous students	0.7	1.5	1.5	1.3	1.3	0.9	1.5	1.9	1.2

Table NIRA.12.8 Proportion of student exemptions, by Indigenous status, by State and Territory, 2009 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Total</b>	<b>0.7</b>	<b>1.6</b>	<b>1.6</b>	<b>1.3</b>	<b>1.4</b>	<b>1.0</b>	<b>1.5</b>	<b>1.2</b>	<b>1.2</b>
Year 7 writing									
Indigenous students (a)	1.3	2.6	2.4	1.5	2.8	0.9	1.1	0.4	1.8
Non-Indigenous students	0.7	1.5	1.5	1.4	1.3	0.9	1.5	1.9	1.2
<b>Total</b>	<b>0.7</b>	<b>1.7</b>	<b>1.6</b>	<b>1.3</b>	<b>1.4</b>	<b>1.0</b>	<b>1.5</b>	<b>1.2</b>	<b>1.3</b>
Year 7 numeracy									
Indigenous students (a)	1.3	2.5	2.3	1.5	2.8	0.9	1.1	0.4	1.7
Non-Indigenous students	0.7	1.5	1.4	1.3	1.3	0.9	1.5	1.8	1.2
<b>Total</b>	<b>0.7</b>	<b>1.6</b>	<b>1.4</b>	<b>1.3</b>	<b>1.3</b>	<b>1.0</b>	<b>1.4</b>	<b>1.2</b>	<b>1.2</b>
Year 9 reading									
Indigenous students (a)	1.6	4.1	2.3	2.0	1.3	0.8	3.9	1.6	2.0
Non-Indigenous students	0.7	1.5	1.5	1.5	1.4	0.9	1.9	2.3	1.2
<b>Total</b>	<b>0.7</b>	<b>1.7</b>	<b>1.6</b>	<b>1.5</b>	<b>1.4</b>	<b>0.9</b>	<b>1.9</b>	<b>2.0</b>	<b>1.3</b>
Year 9 writing									
Indigenous students (a)	1.6	4.1	2.4	1.9	1.3	0.8	3.9	1.5	2.0
Non-Indigenous students	0.7	1.5	1.5	1.5	1.4	0.9	1.9	2.1	1.2
<b>Total</b>	<b>0.7</b>	<b>1.7</b>	<b>1.6</b>	<b>1.5</b>	<b>1.4</b>	<b>0.9</b>	<b>2.0</b>	<b>1.9</b>	<b>1.3</b>
Year 9 numeracy									
Indigenous students (a)	1.6	4.3	2.1	2.2	1.3	0.8	3.9	1.6	2.0
Non-Indigenous students	0.7	1.5	1.5	1.5	1.4	0.9	2.0	2.2	1.2
<b>Total</b>	<b>0.7</b>	<b>1.7</b>	<b>1.5</b>	<b>1.5</b>	<b>1.4</b>	<b>0.9</b>	<b>2.0</b>	<b>2.0</b>	<b>1.3</b>

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

Source: ACARA (2009) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2009*, ACARA, Sydney.

Table NIRA.12.9 Proportion of student absences, by Indigenous status, by State and Territory, 2009 (a) (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 reading									
Indigenous students (b)	4.8	9.3	4.7	13.6	12.8	4.0	4.9	11.1	7.3
Non-Indigenous students	1.8	3.1	2.0	2.2	2.7	1.8	2.5	1.9	2.3
<b>Total</b>	<b>2.0</b>	<b>3.5</b>	<b>2.2</b>	<b>3.0</b>	<b>3.1</b>	<b>1.9</b>	<b>2.5</b>	<b>5.8</b>	<b>2.6</b>
Year 3 writing									
Indigenous students (b)	4.4	7.7	4.7	13.5	15.0	3.5	4.9	9.1	7.0
Non-Indigenous students	1.6	3.3	2.0	2.2	2.8	1.8	2.5	1.6	2.3
<b>Total</b>	<b>1.8</b>	<b>3.6</b>	<b>2.2</b>	<b>3.0</b>	<b>3.3</b>	<b>1.9</b>	<b>2.5</b>	<b>4.8</b>	<b>2.6</b>
Year 3 numeracy									
Indigenous students (b)	5.2	9.3	6.8	16.2	12.4	3.7	6.9	13.6	8.7
Non-Indigenous students	2.2	3.7	2.4	2.3	3.0	2.4	2.9	2.5	2.7
<b>Total</b>	<b>2.3</b>	<b>4.0</b>	<b>2.7</b>	<b>3.3</b>	<b>3.4</b>	<b>2.5</b>	<b>2.9</b>	<b>7.2</b>	<b>3.1</b>
Year 5 reading									
Indigenous students (b)	4.8	7.4	5.2	12.0	9.3	4.3	10.3	7.5	6.6
Non-Indigenous students	1.8	3.4	2.0	1.8	2.4	2.1	2.5	1.6	2.3
<b>Total</b>	<b>1.9</b>	<b>3.6</b>	<b>2.2</b>	<b>2.5</b>	<b>2.7</b>	<b>2.3</b>	<b>2.7</b>	<b>4.1</b>	<b>2.5</b>
Year 5 writing									
Indigenous students (b)	4.3	9.1	5.1	10.4	13.1	3.9	7.5	6.5	6.4
Non-Indigenous students	1.6	3.5	2.0	2.0	2.7	2.0	2.4	1.5	2.3
<b>Total</b>	<b>1.7</b>	<b>3.7</b>	<b>2.2</b>	<b>2.6</b>	<b>3.1</b>	<b>2.2</b>	<b>2.5</b>	<b>3.6</b>	<b>2.5</b>
Year 5 numeracy									
Indigenous students (b)	6.0	10.0	6.5	13.5	9.7	5.6	9.3	10.1	8.1
Non-Indigenous students	2.1	3.9	2.3	2.2	2.8	2.5	3.2	2.1	2.7
<b>Total</b>	<b>2.3</b>	<b>4.1</b>	<b>2.6</b>	<b>3.0</b>	<b>3.1</b>	<b>2.8</b>	<b>3.3</b>	<b>5.3</b>	<b>3.0</b>
Year 7 reading									
Indigenous students (b)	8.0	14.2	5.9	14.2	10.3	10.9	16.8	12.6	9.0
Non-Indigenous students	2.3	4.3	2.1	2.0	2.7	4.0	4.2	3.5	2.9

Table NIRA.12.9 Proportion of student absences, by Indigenous status, by State and Territory, 2009 (a) (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Total</b>	<b>2.6</b>	<b>4.6</b>	<b>2.3</b>	<b>2.9</b>	<b>3.0</b>	<b>4.5</b>	<b>4.5</b>	<b>6.9</b>	<b>3.2</b>
Year 7 writing									
Indigenous students (b)	8.0	15.3	6.1	13.7	12.2	9.1	13.7	10.5	8.9
Non-Indigenous students	2.0	4.3	2.1	2.0	2.8	3.6	3.8	3.2	2.8
<b>Total</b>	<b>2.3</b>	<b>4.6</b>	<b>2.4</b>	<b>2.8</b>	<b>3.1</b>	<b>4.0</b>	<b>4.1</b>	<b>5.9</b>	<b>3.1</b>
Year 7 numeracy									
Indigenous students (b)	9.9	13.5	6.2	15.2	10.0	11.6	22.1	13.0	9.9
Non-Indigenous students	2.8	4.5	2.4	2.3	3.1	3.9	4.5	4.0	3.2
<b>Total</b>	<b>3.1</b>	<b>4.8</b>	<b>2.6</b>	<b>3.3</b>	<b>3.4</b>	<b>4.5</b>	<b>4.8</b>	<b>7.4</b>	<b>3.6</b>
Year 9 reading									
Indigenous students (b)	16.1	23.1	13.6	27.9	25.8	16.3	24.3	25.1	18.6
Non-Indigenous students	4.1	7.1	4.0	3.7	6.0	7.0	7.6	5.1	5.1
<b>Total</b>	<b>4.7</b>	<b>7.7</b>	<b>4.6</b>	<b>5.2</b>	<b>6.8</b>	<b>8.0</b>	<b>8.0</b>	<b>12.4</b>	<b>5.8</b>
Year 9 writing									
Indigenous students (b)	14.9	21.0	12.7	26.0	26.2	16.1	20.4	21.6	17.3
Non-Indigenous students	3.7	6.9	3.9	3.5	6.1	6.9	6.4	3.9	4.8
<b>Total</b>	<b>4.2</b>	<b>7.4</b>	<b>4.4</b>	<b>4.9</b>	<b>6.9</b>	<b>7.9</b>	<b>6.8</b>	<b>10.5</b>	<b>5.5</b>
Year 9 numeracy									
Indigenous students (b)	18.0	21.7	14.0	28.6	26.2	16.5	23.3	24.8	19.3
Non-Indigenous students	4.9	7.4	4.5	3.6	6.5	7.3	6.9	5.4	5.5
<b>Total</b>	<b>5.5</b>	<b>7.9</b>	<b>5.1</b>	<b>5.1</b>	<b>7.3</b>	<b>8.2</b>	<b>7.3</b>	<b>12.5</b>	<b>6.3</b>

(a) Proportion of student absences and withdrawals have been rounded and may not sum to the combined proportion of students absences/withdrawals reported on 2009 NAPLAN national report.

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

Source: ACARA (2009) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2009*, ACARA, Sydney.

Table NIRA.12.10 **Proportion of student withdrawals, by Indigenous status, by State and Territory, 2009 (a) (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 reading									
Indigenous students (b)	1.0	1.1	1.0	0.5	5.2	0.4	1.0	0.3	1.0
Non-Indigenous students	0.6	1.4	0.7	0.7	2.0	0.5	2.2	1.0	0.9
<b>Total</b>	<b>0.6</b>	<b>1.6</b>	<b>0.7</b>	<b>0.7</b>	<b>2.1</b>	<b>0.4</b>	<b>2.1</b>	<b>0.7</b>	<b>1.0</b>
Year 3 writing									
Indigenous students (b)	0.9	1.2	1.0	0.5	5.3	0.4	1.0	0.3	1.1
Non-Indigenous students	0.5	1.4	0.7	0.7	2.0	0.5	2.2	1.0	0.9
<b>Total</b>	<b>0.6</b>	<b>1.6</b>	<b>0.7</b>	<b>0.7</b>	<b>2.1</b>	<b>0.4</b>	<b>2.1</b>	<b>0.7</b>	<b>1.0</b>
Year 3 numeracy									
Indigenous students (b)	0.9	1.2	0.9	0.5	4.9	0.4	1.0	0.3	1.0
Non-Indigenous students	0.5	1.4	0.7	0.7	1.9	0.4	2.2	0.9	0.9
<b>Total</b>	<b>0.6</b>	<b>1.6</b>	<b>0.7</b>	<b>0.7</b>	<b>2.0</b>	<b>0.4</b>	<b>2.1</b>	<b>0.6</b>	<b>1.0</b>
Year 5 reading									
Indigenous students (b)	0.5	1.4	0.5	0.2	3.3	0.9	0.9	0.1	0.7
Non-Indigenous students	0.3	1.1	0.5	0.3	1.4	0.3	0.7	0.1	0.6
<b>Total</b>	<b>0.4</b>	<b>1.1</b>	<b>0.5</b>	<b>0.3</b>	<b>1.5</b>	<b>0.3</b>	<b>0.7</b>	<b>0.2</b>	<b>0.6</b>
Year 5 writing									
Indigenous students (b)	0.5	1.7	0.4	0.2	3.3	0.9	0.9	0.1	0.7
Non-Indigenous students	0.3	1.1	0.5	0.3	1.4	0.3	0.7	0.1	0.7
<b>Total</b>	<b>0.4</b>	<b>1.2</b>	<b>0.5</b>	<b>0.3</b>	<b>1.5</b>	<b>0.3</b>	<b>0.7</b>	<b>0.2</b>	<b>0.7</b>
Year 5 numeracy									
Indigenous students (b)	0.5	1.4	0.5	0.2	3.3	0.9	0.9	0.1	0.6
Non-Indigenous students	0.3	1.1	0.4	0.3	1.3	0.3	0.7	0.1	0.6
<b>Total</b>	<b>0.3</b>	<b>1.1</b>	<b>0.4</b>	<b>0.3</b>	<b>1.4</b>	<b>0.3</b>	<b>0.7</b>	<b>0.1</b>	<b>0.6</b>
Year 7 reading									
Indigenous students (b)	0.4	0.7	0.6	0.4	2.6	0.0	4.2	0.1	0.6
Non-Indigenous students	0.2	0.5	0.5	0.5	0.9	0.2	0.4	0.0	0.4

Table NIRA.12.10 **Proportion of student withdrawals, by Indigenous status, by State and Territory, 2009 (a) (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Total</b>	<b>0.2</b>	<b>0.6</b>	<b>0.5</b>	<b>0.6</b>	<b>1.0</b>	<b>0.2</b>	<b>0.5</b>	<b>0.0</b>	<b>0.5</b>
Year 7 writing									
Indigenous students (b)	0.4	0.7	0.5	0.4	2.6	0.0	4.2	0.1	0.6
Non-Indigenous students	0.2	0.6	0.5	0.5	0.9	0.2	0.4	0.0	0.4
<b>Total</b>	<b>0.2</b>	<b>0.6</b>	<b>0.5</b>	<b>0.5</b>	<b>1.0</b>	<b>0.2</b>	<b>0.5</b>	<b>0.0</b>	<b>0.5</b>
Year 7 numeracy									
Indigenous students (b)	0.4	0.6	0.6	0.4	2.6	0.0	4.2	0.1	0.6
Non-Indigenous students	0.2	0.5	0.5	0.5	0.9	0.2	0.4	0.0	0.4
<b>Total</b>	<b>0.2</b>	<b>0.6</b>	<b>0.5</b>	<b>0.5</b>	<b>1.0</b>	<b>0.2</b>	<b>0.5</b>	<b>0.0</b>	<b>0.5</b>
Year 9 reading									
Indigenous students (b)	0.4	1.4	0.8	0.1	3.3	0.2	0.0	0.0	0.7
Non-Indigenous students	0.2	0.6	0.6	0.1	1.1	0.1	0.4	0.1	0.5
<b>Total</b>	<b>0.2</b>	<b>0.7</b>	<b>0.7</b>	<b>0.1</b>	<b>1.2</b>	<b>0.1</b>	<b>0.4</b>	<b>0.0</b>	<b>0.5</b>
Year 9 writing									
Indigenous students (b)	0.4	1.5	0.8	0.1	3.2	0.2	0.0	0.0	0.7
Non-Indigenous students	0.2	0.6	0.6	0.1	1.1	0.1	0.4	0.1	0.5
<b>Total</b>	<b>0.2</b>	<b>0.7</b>	<b>0.6</b>	<b>0.1</b>	<b>1.2</b>	<b>0.1</b>	<b>0.4</b>	<b>0.0</b>	<b>0.5</b>
Year 9 numeracy									
Indigenous students (b)	0.4	1.3	0.7	0.1	3.3	0.2	0.0	0.0	0.6
Non-Indigenous students	0.2	0.6	0.6	0.1	1.1	0.1	0.4	0.1	0.5
<b>Total</b>	<b>0.2</b>	<b>0.7</b>	<b>0.7</b>	<b>0.2</b>	<b>1.2</b>	<b>0.1</b>	<b>0.4</b>	<b>0.0</b>	<b>0.5</b>

(a) Proportion of student absences and withdrawals have been rounded and may not sum to the combined proportion of students absences/withdrawals reported on 2009 NAPLAN national report.

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

Source: ACARA (2009) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2009*, ACARA, Sydney.



## **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**

Table NIRA.13.1

Table NIRA.13.1 **Apparent retention rates for students in Years 7-8 to Year 12, by Indigenous status, 2010 (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>
Indigenous students									
Government schools	35.1	39.0	54.4	39.3	59.7	42.8	65.8	33.6	43.4
Non-Government schools	68.0	63.0	97.0	61.9	85.2	47.5	37.5	20.3	67.5
<b>All schools</b>	<b>38.6</b>	<b>41.8</b>	<b>62.3</b>	<b>42.9</b>	<b>62.1</b>	<b>43.4</b>	<b>58.8</b>	<b>29.8</b>	<b>47.2</b>
Non-Indigenous students (b)									
Government schools	70.4	75.2	77.6	76.8	76.0	75.7	108.4	81.4	74.9
Non-Government schools	79.5	90.7	94.2	85.9	92.7	67.4	73.4	49.6	86.3
<b>All schools</b>	<b>73.9</b>	<b>81.5</b>	<b>83.8</b>	<b>80.7</b>	<b>82.6</b>	<b>73.0</b>	<b>91.4</b>	<b>69.3</b>	<b>79.4</b>
All students									
Government schools	68.4	74.7	75.8	73.5	75.2	72.9	107.2	60.0	73.1
Non-Government schools	79.4	90.6	94.3	85.3	92.7	66.9	73.1	39.5	86.0
<b>All schools</b>	<b>72.5</b>	<b>81.1</b>	<b>82.5</b>	<b>78.3</b>	<b>81.9</b>	<b>71.0</b>	<b>90.8</b>	<b>53.0</b>	<b>78.0</b>

(a) The apparent retention rate to Year 12 is the ratio of the 2010 Year 12 student population to the population of students in the year those students would have been expected to have commenced secondary school. Secondary school commencement varies between the states and territories and may vary within jurisdictions across time which will affect the calculation and comparison of apparent retention rates (see the structure of school education section in this report for further information). In 2008 year 7 became the first year of secondary education in the Northern Territory where previously it was the last year of primary education.

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

Source: ABS (2011) *Schools, Australia, 2010*, Cat. No. 4221.0, data cube NSSC Table 64a: Apparent Retention Rates (ARR) 1996-2010.

Table NIRA.13.2

Table NIRA.13.2 Apparent retention rates for students in Years 7-8 to Year 10, by Indigenous status, 2010 (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>
Indigenous students									
Government schools	95.2	86.0	96.5	86.7	98.6	114.5	104.1	73.2	92.8
Non-Government schools	118.7	127.7	112.3	111.8	104.1	92.4	81.1	102.1	110.9
<b>All schools</b>	<b>98.0</b>	<b>90.7</b>	<b>99.6</b>	<b>90.7</b>	<b>99.2</b>	<b>110.8</b>	<b>96.4</b>	<b>81.0</b>	<b>95.8</b>
Non-Indigenous students (b)									
Government schools	100.1	102.2	103.0	104.3	102.6	99.8	104.0	105.9	101.9
Non-Government schools	98.3	100.1	100.4	101.2	103.5	100.3	97.1	78.4	99.8
<b>All schools</b>	<b>99.4</b>	<b>101.3</b>	<b>102.0</b>	<b>103.0</b>	<b>103.0</b>	<b>100.0</b>	<b>100.6</b>	<b>95.2</b>	<b>101.0</b>
All students									
Government schools	99.8	101.9	102.4	102.7	102.4	101.0	104.0	91.1	101.3
Non-Government schools	98.6	100.2	100.8	101.5	103.6	100.0	96.9	86.1	100.0
<b>All schools</b>	<b>99.3</b>	<b>101.2</b>	<b>101.8</b>	<b>102.2</b>	<b>102.9</b>	<b>100.7</b>	<b>100.5</b>	<b>89.4</b>	<b>100.8</b>

(a) The apparent retention rate to Year 12 is the ratio of the 2010 Year 12 student population to the population of students in the year those students would have been expected to have commenced secondary school. Secondary school commencement varies between the states and territories and may vary within jurisdictions across time which will affect the calculation and comparison of apparent retention rates (see the structure of school education section in this report for further information). In 2008 year 7 became the first year of secondary education in the Northern Territory where previously it was the last year of primary education.

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

Source: ABS (2011) *Schools, Australia, 2010*, Cat. No. 4221.0, data cube NSSC Table 64a: Apparent Retention Rates (ARR) 1996-2010.

## **NEA report Indicator 14:**

### **Attendance rates, 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 and  
training at or above Certificate III**

No new data available for this report

# Contextual data

**Table NEA.C.1 Australian Early Development Index of five year old children, by State and Territory, 2009**

	<i>Percentile</i>	<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>Physical health and wellbeing</i>											
Indigenous											
Vulnerable	0–10th percentile	%	18.4	19.5	19.8	24.4	27.6	18.1	23.0	34.8	21.8
At risk	11–25th percentile	%	17.4	19.1	17.7	15.4	18.0	16.6	10.0	19.6	17.4
On track	26–50th percentile	%	23.2	21.0	25.2	22.7	21.1	23.4	28.0	21.6	23.4
On track	51–100th percentile	%	41.0	40.4	37.3	37.4	33.3	41.9	39.0	24.0	37.3
Non-Indigenous											
Vulnerable	0–10th percentile	%	8.2	7.5	10.4	9.2	9.3	9.6	9.1	8.8	8.7
At risk	11–25th percentile	%	12.6	11.6	14.0	12.0	14.6	13.4	14.4	12.2	12.8
On track	26–50th percentile	%	21.2	20.8	23.9	21.1	20.1	22.5	22.6	20.1	21.6
On track	51–100th percentile	%	58.0	60.0	51.6	57.7	55.9	54.6	53.9	59.0	56.9
<i>Social Competence</i>											
Indigenous											
Vulnerable	0–10th percentile	%	17.1	19.7	20.2	18.3	23.2	14.0	15.0	34.2	20.2
At risk	11–25th percentile	%	20.0	20.2	22.3	22.6	23.4	19.2	18.0	20.1	21.2
On track	26–50th percentile	%	26.8	27.3	23.4	24.1	27.7	30.2	31.0	18.7	24.8
On track	51–100th percentile	%	36.1	32.8	34.1	35.0	25.6	36.6	36.0	27.0	33.8
Non-Indigenous											
Vulnerable	0–10th percentile	%	8.4	8.2	11.6	7.0	9.7	8.4	8.7	8.6	9.0
At risk	11–25th percentile	%	13.8	14.0	16.7	15.7	16.1	16.0	16.2	16.1	14.9
On track	26–50th percentile	%	22.8	22.2	22.6	23.5	22.8	22.9	24.0	21.5	22.7
On track	51–100th percentile	%	55.0	55.6	49.1	53.8	51.4	52.7	51.0	53.8	53.4
<i>Emotional maturity</i>											
Indigenous											
Vulnerable	0–10th percentile	%	12.4	18.5	17.3	18.2	22.8	16.0	14.0	28.0	17.2
At risk	11–25th percentile	%	20.8	21.8	22.2	26.5	24.3	18.7	17.0	26.4	22.7
On track	26–50th percentile	%	26.8	26.2	27.1	24.7	22.4	21.8	33.0	20.5	25.7

**Table NEA.C.1 Australian Early Development Index of five year old children, by State and Territory, 2009**

	<i>Percentile</i>	<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>
On track	51–100th percentile	%	40.0	33.5	33.4	30.6	30.4	43.5	36.0	25.1	34.5
<i>Non-Indigenous</i>											
Vulnerable	0–10th percentile	%	7.2	8.1	10.6	8.2	9.9	8.1	8.9	8.5	8.5
At risk	11–25th percentile	%	14.0	14.4	17.2	16.6	15.1	15.5	15.5	14.4	15.2
On track	26–50th percentile	%	24.6	24.5	26.8	28.3	24.8	24.8	25.6	22.7	25.4
On track	51–100th percentile	%	54.2	53.0	45.4	46.9	50.2	51.6	50.0	54.4	50.9
<i>Language and cognitive skills</i>											
<i>Indigenous</i>											
Vulnerable	0–10th percentile	%	16.7	20.6	35.6	37.1	23.1	14.3	15.0	47.6	28.7
At risk	11–25th percentile	%	18.9	17.7	28.0	26.1	23.1	17.4	27.0	23.4	23.3
On track	26–50th percentile	%	24.2	20.6	24.7	25.7	24.6	22.3	20.0	18.4	23.8
On track	51–100th percentile	%	40.2	41.2	11.8	11.1	29.1	46.0	38.0	10.6	24.3
<i>Non-Indigenous</i>											
Vulnerable	0–10th percentile	%	5.4	5.9	14.2	10.4	5.6	7.4	5.5	8.0	7.9
At risk	11–25th percentile	%	9.1	9.8	23.2	20.4	10.3	11.4	10.1	13.4	13.5
On track	26–50th percentile	%	19.2	18.4	36.6	39.8	20.4	18.6	19.5	33.1	24.9
On track	51–100th percentile	%	66.4	65.9	26.0	29.4	63.6	62.6	64.9	45.4	53.6
<i>Communication skills and general knowledge</i>											
<i>Indigenous</i>											
Vulnerable	0–10th percentile	%	17.4	18.9	21.5	22.2	23.4	11.3	19.0	35.4	21.3
At risk	11–25th percentile	%	23.1	24.4	23.3	21.4	23.9	20.4	18.0	22.5	22.9
On track	26–50th percentile	%	21.7	20.0	24.2	25.7	21.2	22.6	19.0	22.4	23
On track	51–100th percentile	%	37.8	36.7	31.0	30.7	31.5	45.7	44.0	19.6	32.8
<i>Non-Indigenous</i>											
Vulnerable	0–10th percentile	%	8.8	8.2	9.7	8.0	7.5	6.7	8.7	6.9	8.6
At risk	11–25th percentile	%	15.4	15.0	16.5	13.8	16.5	16.9	15.8	14.3	15.5
On track	26–50th percentile	%	19.1	17.4	23.4	23.6	19.3	18.4	21.3	18.8	20.1



**Table NEA.C.1 Australian Early Development Index of five year old children, by State and Territory, 2009**

	<i>Percentile</i>	<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>
On track	51–100th percentile	%	56.7	59.4	50.4	54.6	56.7	58.0	54.3	60.0	55.9

*Source:* AEDI (unpublished) Australian Early Development Index.

**Table NEA.C.2 Australian Early Development Index of five year old children, national, by remoteness, 2009**

	<i>Percentile</i>	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote</i>	<i>Very remote</i>
<i>Physical health and wellbeing</i>							
Indigenous							
Vulnerable	0–10th percentile	%	18.5	18.5	21.6	25.3	32.5
At risk	11–25th percentile	%	16.2	17.7	17.2	16.8	20.7
On track	26–50th percentile	%	23.5	23.4	23.5	23.1	23.4
On track	51–100th percentile	%	41.8	40.4	37.7	34.8	23.4
Non-Indigenous							
Vulnerable	0–10th percentile	%	8.4	9.1	10.4	8.4	8.6
At risk	11–25th percentile	%	12.6	13.3	13.1	10.6	12.0
On track	26–50th percentile	%	21.4	22.2	22.4	22.2	21.8
On track	51–100th percentile	%	57.6	55.4	54.2	58.7	57.6
<i>Social Competence</i>							
Indigenous							
Vulnerable	0–10th percentile	%	17.4	16.5	20.1	23.9	30.3
At risk	11–25th percentile	%	19.3	21.6	21.2	19.6	25.8
On track	26–50th percentile	%	25.5	25.9	25.4	24.3	20.7
On track	51–100th percentile	%	37.8	36.0	33.2	32.2	23.2
Non-Indigenous							
Vulnerable	0–10th percentile	%	8.8	9.3	9.9	8.1	7.3
At risk	11–25th percentile	%	14.6	15.4	15.8	15.6	16.4
On track	26–50th percentile	%	22.6	22.6	23.2	22.7	24.9
On track	51–100th percentile	%	54.0	52.7	51.1	53.6	51.4
<i>Emotional maturity</i>							
Indigenous							
Vulnerable	0–10th percentile	%	14.0	14.5	15.7	21.3	32.5
At risk	11–25th percentile	%	21.5	20.8	22.5	22.6	20.7
On track	26–50th percentile	%	24.9	28.1	26.9	23.6	23.4
On track	51–100th percentile	%	39.6	36.6	34.9	32.5	23.4
Non-Indigenous							
Vulnerable	0–10th percentile	%	8.2	9.0	9.4	8.8	8.0
At risk	11–25th percentile	%	14.9	15.7	15.7	15.3	14.9
On track	26–50th percentile	%	25.3	25.3	26.2	25.1	29.5
On track	51–100th percentile	%	51.6	50.0	48.6	50.8	47.5
<i>Language and cognitive skills</i>							
Indigenous							
Vulnerable	0–10th percentile	%	22.3	22.3	28.8	39.4	46.0
At risk	11–25th percentile	%	20.8	22.2	25.2	23.8	26.8
On track	26–50th percentile	%	24.9	24.3	25.3	21.9	19.2
On track	51–100th percentile	%	32.1	31.2	20.6	14.9	8.1
Non-Indigenous							
Vulnerable	0–10th percentile	%	7.3	8.9	10.2	9.0	7.8
At risk	11–25th percentile	%	12.7	14.5	16.7	17.6	18.0

**Table NEA.C.2 Australian Early Development Index of five year old children, national, by remoteness, 2009**

	<i>Percentile</i>	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote</i>	<i>Very remote</i>
On track	26–50th percentile	%	24.3	24.7	28.1	32.9	36.6
On track	51–100th percentile	%	55.7	51.9	45.0	40.6	37.6
<i>Communication skills and general knowledge</i>							
<i>Indigenous</i>							
Vulnerable	0–10th percentile	%	17.3	18.1	21.1	23.7	34.2
At risk	11–25th percentile	%	21.8	23.3	23.2	22.6	24.0
On track	26–50th percentile	%	22.3	23.1	22.5	23.0	25.0
On track	51–100th percentile	%	38.6	35.5	33.3	30.7	16.7
<i>Non-Indigenous</i>							
Vulnerable	0–10th percentile	%	9.1	7.6	8.1	5.9	7.1
At risk	11–25th percentile	%	15.3	16.1	15.5	14.0	14.2
On track	26–50th percentile	%	19.7	20.8	21.0	18.4	22.5
On track	51–100th percentile	%	55.9	55.5	55.4	61.7	56.2

*Source:* AEDI (unpublished) Australian Early Development Index.

Table NEA.C.3 **Distribution of students in the Australian PISA 2009 sample by year level and State (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>
Year 8	np	np	..	np	np	np	..	..	np
Year 9	11	20	1	2	6	33	14	5	10
Year 10	84	78	50	45	85	67	85	84	71
Year 11	5	2	48	53	10	np	1	11	19
Year 12	..	..	np	np	np	..	..	np	np

(a) The percentages are based on weighted data; State totals may not add up to 100 because of rounding.

.. Not applicable. **np** Not published; percentage are  $\leq 0.3$ .

Source: Thomson et al (2010) *Challenges for Australian Education: Results from PISA 2009* (Table 1.3 page 6), ACER, Melbourne.

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## 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.

Table 11 lists each performance target in the NEA and the page reference for the associated DQS.

Table 12 lists each performance indicator in the NEA and the page reference for the associated DQS.

Table 13 lists each education and training related performance indicator in the NIRA and the page reference for the associated DQS.

**Table 11      Data Quality Statements for performance targets in the National Education Agreement<sup>a</sup>**

<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.	343, 373
2. Halve the gap for Indigenous students in reading, writing and numeracy within a decade.	353
3. At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.	..

<sup>a</sup> The wording of the performance targets presented in this table refer to performance targets in the NEA (COAG 2009d). This does not necessarily reflect the measures used to report against the targets.

.. Not applicable as new data not available for this report.

**Table 12 Data Quality Statements for performance indicators in the National Education Agreement<sup>a</sup>**

<i>Performance indicator</i>	<i>Page no. in this report</i>
1. The proportion of children (1) enrolled in and (2) attending school.	345, ..
2. The proportion of Indigenous and low SES children (1) enrolled in and (2) attending school.	347, ..
3. The proportion of Indigenous students completing year 10.	350, 373
4. Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing.	353
5. Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing.	353
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))	355
7. The proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II.	358, 373
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.	360, 373
9. The proportion of young people participating in post-school education or training six months after school.	362, 373
10. The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III.	365, 373

<sup>a</sup> The wording of the performance indicators presented in this table refer to performance indicators in the NEA (COAG 2009d), incorporating the CRC recommended changes endorsed by COAG in relation to the wording of indicators 7 and 8. This does not necessarily reflect the measures used to report against the indicators.

.. Not applicable as no new data were provided for the attendance component of this indicator for this report.  
**[See addendum for late data provided by ACARA at 6pm Wednesday 29 June.]**

**Table 13 Data Quality Statements for related performance indicators in the National Indigenous Reform Agreement<sup>a</sup>**

<i>Performance indicator</i>	<i>Page no. in this report</i>
11. Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9	353
12. Rates of participation in NAPLAN reading, writing, & numeracy tests - years 3, 5, 7, 9	368
13. Apparent retention rates from year 7-8 (i) to year 10; (ii) to year 12.	370
14. Attendance rates, 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	..

<sup>a</sup> The performance indicators are presented in this table using the direct wording from the NIRA (COAG 2011b). This does not necessarily reflect the measures used to report against the indicators.

.. Not applicable as new data not available for this report.



## Data Quality Statement – Performance Target a.2: Lift the year 12 or equivalent attainment rate to 90 per cent by 2020

<b>Indicator</b>	NEA.a.2 – Lift the Year 12 or equivalent attainment rate to 90 per cent by 2020.
<b>Measure</b>	<p>Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III level or above.</p> <p><u>Numerator:</u> Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III or above (excluding Certificate nfd).</p> <p><u>Denominator:</u> Total population of persons aged 20–24 years. Excludes people whose educational attainment is not stated (only applicable to census data). These data are provided as supplementary information to inform this measure.</p>
<b>Data Source</b>	<p><u>Numerator and denominator:</u> ABS Census of Population and Housing (Census). Data are available every five years.</p> <p><u>Numerator and denominator:</u> ABS Survey of Education and Work (SEW). Data are available annually. 2010 SEW data are being used for this cycle of indicators.</p>
<b>Institutional Environment</b>	<p>The Census and SEW 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 (<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument">http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument</a>).</p>
<b>Relevance</b>	<p>SEW data are available by State/Territory. Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p> <p>The SEW collects information on the highest year of school completed. The standard classification of qualifications used is the Australian Standard Classification of Education (<a href="http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument">http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument</a>) (ASCED) (Cat. No. 1272.0).</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, answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure.</p>
<b>Timeliness</b>	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2010 survey were released in November 2010.

<b>Accuracy</b>	<p>The 2010 SEW response rate was 96 per cent which constituted 39,800 completed interviews.</p> <p>The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated in 2010.</p> <p>Data with a RSE of between 25 per cent and 50 per cent should be used with caution while data with a RSE greater than 50 per cent is considered too unreliable for general use.</p>
<b>Coherence</b>	<p>Both the numerator and denominator come from the SEW. Measures based on the 2010 SEW are consistent with data from the 2009 SEW previously supplied for COAG reporting.</p> <p>Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p> <p>The Australian Standard Classification of Education (<a href="http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument">http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument</a>) (ASCED) (Cat. No. 1272.0) 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 (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument</a>) (SET) (Cat. No. 6278.0) and the Census of Population and Housing also provide information on educational attainment.</p>
<b>Interpretability</b>	<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 (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument</a>) (Cat. No. 6227.0).</p> <p>Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: (<a href="http://www.abs.gov.au">www.abs.gov.au</a>).</p>
<b>Accessibility</b>	<p>The data for the SEW are available via the ABS website in the publication Education and Work, Australia (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument</a>) (Cat. No. 6227.0). This measure is also released as part of a SEW detailed education datacube.</p> <p>Additional data are available at cost upon request through the National Information Referral Service (<a href="http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service">http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service</a>) (NIRS). A Confidentialised Unit Record File (CURF) was not produced for the 2010 SEW. However, CURFs have been produced for every second cycle of this survey since 2001 (most recent 2009) and are available on request.</p>

## Data Quality Statement – Performance Indicator 1 (measure 1a): The proportion of children enrolled in school

<b>Indicator Measure</b>	<p>NEA 1 – The proportion of children (1) enrolled in and (2) attending school.</p> <p>(1) Proportion of children aged 6–15 years enrolled in school.</p> <p><u>Numerator:</u></p> <p>(1) Number of children aged 6–15 years enrolled in school (full-time and part-time enrolments).</p> <p><u>Denominator:</u></p> <p>(1) Total population of children aged 6–15 years.</p>
<b>Data Source</b>	<p><u>(1) Numerator:</u></p> <p>National Schools Statistics Collection (NSSC) data.</p> <p><u>Denominator:</u></p> <p>ABS Estimated Resident Population (total population). Data are available annually.</p>
<b>Institutional Environment</b>	<p>National Schools Statistics Collection (NSSC) is a joint undertaking of the various State and Territory departments of education, the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS), and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).</p> <p>NSSC (non-finance) data are collated by the ABS and are sourced from administrative school enrolment databases from the various State and Territory departments of education for government data and the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) for non-government data.</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 (<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument">http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument</a>)</p>
<b>Relevance</b>	<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.</p>
<b>Timeliness</b>	<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 2010 census of schools were released in March 2011.</p>
<b>Accuracy</b>	<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>
<b>Coherence</b>	<p>Rates are based on school students as a proportion of the estimated</p>

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resident population. Data items are consistent over time, including with information supplied for 2009 COAG reporting.

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 some under reporting of Indigenous status, see Appendix 2: Collection of Indigenous Status of Students (<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Appendix22009?>) (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.

Estimates may differ from those released in previous editions of this publication due to scheduled revisions of the estimated resident population. These differences are likely to be very small.

**Interpretability**

Schools, Australia (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (Cat. No. 4221.0) includes explanatory notes and a glossary, both of which are available on the ABS website.

Socioeconomic status is not yet available in the NSSC.

**Accessibility**

Predominantly national level information is published in Schools Australia (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (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 – Performance Indicator 2 (measure 2a): The proportion of Indigenous and low SES children enrolled in school

<b>Indicator</b>	NEA 2 – The proportion of Indigenous and low SES children (1) enrolled in and (2) attending school.
<b>Measure</b>	<p>(1) Proportion of children aged 6–15 years enrolled in school, by Indigenous status [data not available by SES for the numerator, and therefore not reported (expressed as a percentage)].</p> <p><u>Numerator:</u></p> <p>(1) Number of children aged 6–15 years enrolled in school (full-time and part-time enrolments), by Indigenous status</p> <p><u>Denominator:</u></p> <p>(1) Total population of children aged 6–15 years, by Indigenous status</p>
<b>Data Source</b>	<p><u>(1) Numerator:</u></p> <p>National Schools Statistics Collection (NSSC) data. Jervis Bay and Norfolk Island data are included with ACT and NSW data respectively.</p> <p><u>Denominator:</u></p> <p>The 'all children' population is sourced from ABS Estimated Resident Population (total population) published in Population by age and sex, Australian states and territories, cat. no. 3201.0 (June 2010). Data are preliminary estimates based on the 2006 Census and are available annually. The Australia total includes 'Other territories' including Jervis Bay and Norfolk Island. Data for the 'Indigenous' population are sourced using the final rebased experimental estimated resident Indigenous population, 30 June 2006, based on the 2006 Census. Refer to explanatory notes in the publication Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991-2021 (Cat. No. 3238.0). Data for the non-Indigenous population are computed as the difference between the 'all children' data and the 'Indigenous data'.</p>
<b>Institutional Environment</b>	<p>National Schools Statistics Collection (NSSC) is a joint undertaking of the various State and Territory departments of education, the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS), and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).</p> <p>NSSC (non-finance) data are collated by the ABS and are sourced from administrative school enrolment databases from the various State and Territory departments of education for government data and the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) for non-government data.</p> <p>Estimated Resident Population ERP data is sourced from a variety of institutional environments. Much of the data is administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data is used to estimate interstate migration. Passenger card data and related information provided by the Department of Immigration and Citizenship (DIAC) is used to calculate Net Overseas Migration (NOM).</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> <p>(<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b">http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b</a>)</p>

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**Relevance**

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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.

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'.

All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual. Data covers all students enrolled in school.

Estimates of the resident population (ERP) for the states and territories of Australia are published by sex and age groups, and experimental estimates and projections of the Aboriginal and Torres Strait Islander population are also available. The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept.

**Timeliness**

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 2010 census of schools were released in March 2011.

The ERP is sourced from annually revised estimates as at 30 June with disaggregation by sex and single year of age. For more information see Population by Age and Sex, Australian States and Territories, June 2010, Quality Declaration Summary

(<http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/3201.0Quality+Declaration0Jun%202010>) (ABS Cat. No. 3201.0).

**Accuracy**

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.

The NSSC is based on information on each student enrolled at the time of the school census.

Information on non-sampling error that may affect the population data is available from the Population by Age and Sex, Australian States and Territories, June 2010, Quality Declaration Summary

(<http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/3201.0Quality+Declaration0Jun%202010>) (ABS Cat. No. 3201.0).

**Coherence**

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 2009 COAG reporting.

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 some under reporting of Indigenous status, see Appendix 2: Collection of Indigenous Status of Students

(<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Previousproducts/4221.0Appendix22009?opendocument&tabname=Notes&prodno=4221.0&issue=2009&num=&view=>) (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

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	<p>Curriculum Assessment &amp; Reporting Authority (ACARA) also reports on school students and the five-yearly Census of Population and Housing includes information on children attending school.</p> <p>Estimates may differ from those released in previous editions of this publication due to scheduled revisions of the estimated resident population. These differences are likely to be very small.</p>
<b>Interpretability</b>	<p>Schools, Australia (<a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0">http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0</a>) (Cat. No. 4221.0) includes explanatory notes and a glossary, both of which are available on the ABS website.</p> <p>Socioeconomic status is not yet available in the NSSC.</p> <p>Population by Age and Sex, Australian States and Territories, June 2010 (<a href="http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/3201.0Quality+Declaration0Jun%202010">http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/3201.0Quality+Declaration0Jun%202010</a>) (ABS Cat. No. 3201.0) includes explanatory notes and a glossary, both of which are available on the ABS website.</p>
<b>Accessibility</b>	<p>Predominantly national level information is published in Schools Australia (<a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0">http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0</a>) (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.</p> <p>ERP data is available in a variety of formats on the ABS website under the 3101.0 and 3201.0 product families and include time series spread sheets on population change, components of change and interstate arrivals and departures.</p>

## Data Quality Statement – Performance Indicator 3: The proportion of Indigenous students completing Year 10

<b>Indicator Measure</b>	<p>NEA 3 – The proportion of Indigenous students completing Year 10.</p> <p>Persons aged 17–19 years who have completed Year 10 or above, by Indigenous status</p> <p><u>Numerator:</u></p> <p>Number of persons aged 17–19 years who have completed Year 10 or above, by Indigenous status.</p> <p><u>Denominator:</u></p> <p>Total population of people aged 17–19 years, by Indigenous status.</p> <p>This measure is not based on school enrolment data, rather it is based on those people who state in response to the survey their highest year of school completed is Year 10 or above.</p>
<b>Data source</b>	<p><u>Numerator and denominator:</u></p> <p>ABS Census of Population and Housing (Census). Data are available every five years.</p> <p><u>Numerator and denominator – (Indigenous):</u></p> <p>ABS National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and ABS National Aboriginal and Torres Strait Islander Health Survey (NATSIHS). Data are available on an alternating three-yearly cycle.</p> <p><u>Numerator and denominator – (Non-Indigenous):</u></p> <p>ABS Survey of Education and Work (SEW). Data are available annually. 2008 NATSISS and SEW data are being used for this cycle of indicators.</p>
<b>Institutional Environment</b>	<p>The Census, NATSISS, NATSIHS and SEW 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 (<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument">http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument</a>)</p>
<b>Relevance</b>	<p>SEW data are available by State/Territory. Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p> <p>In the SEW, information on Indigenous status is collected in order to facilitate non-Indigenous but not Indigenous output. Indigenous output for this indicator comes from the National Aboriginal and Torres Strait Islander Social Survey (<a href="http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0/">http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0/</a>) (Cat. No. 4714.0)</p> <p>The NATSISS is conducted in all states and territories and includes remote and non-remote areas.</p> <p>The SEW and NATSISS collect information on the highest year of school completed. The standard classification of qualifications used is the Australian Standard Classification of Education (ASCED) (<a href="http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument">http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument</a>) (Cat. No. 1272.0)</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>
<b>Timeliness</b>	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2008 survey were released in November 2008.</p> <p>The NATSISS is conducted every six years. The 2008 survey was conducted from August 2008 to April 2009 and results were released in October 2009. In other reporting cycles, data for this indicator may be drawn from the three-yearly NATSIHS.</p>
<b>Accuracy</b>	<p>The 2008 SEW response rate was 96 per cent which constituted 37,800 completed interviews. The NATSISS 2008 sample was 13,300 persons/6,900 households, with a response rate of 8 per cent of households.</p> <p>The 2008 NATSISS had a relatively high level of undercoverage 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 (<a href="http://www.abs.gov.au/Ausstats/abs@.nsf/0/899037D72D9CA0CDCA25765E0015A794?OpenDocument">http://www.abs.gov.au/Ausstats/abs@.nsf/0/899037D72D9CA0CDCA25765E0015A794?OpenDocument</a>) (Cat. No. 4714.0)</p> <p>The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response. The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates.</p> <p>Data with a RSE of between 25 per cent and 50 per cent should be used with caution while data with a RSE greater than 50 per cent is considered too unreliable for general use.</p>
<b>Coherence</b>	<p>Both the numerator and denominator come from the relevant survey (SEW or NATSISS). Measures based on the 2008 SEW are consistent with data from other cycles of the survey.</p> <p>While there are a range of differences between these 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 (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1272.02001?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1272.02001?OpenDocument</a>) (ASCED) (Cat. No. 1272.0) 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 (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument</a>) (SET) (Cat. No. 6278.0) and the Census of Population and Housing also provide information on educational attainment.</p>
<b>Interpretability</b>	<p>Information on how to interpret and use the data appropriately is available on the ABS website, see Explanatory Notes (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument</a>) in Education and Work, Australia</p>

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(cat. no. 6227.0), and the National Aboriginal and Torres Strait Islander Social Survey (cat. no. 4714.0) Explanatory Notes

([http://www.abs.gov.au/ausstats/abs@.nsf/Products/4714.0~2008~Technical+Note~Technical+Note+\(Technical+Note\)?OpenDocument](http://www.abs.gov.au/ausstats/abs@.nsf/Products/4714.0~2008~Technical+Note~Technical+Note+(Technical+Note)?OpenDocument))

Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: [www.abs.gov.au](http://www.abs.gov.au).

Where an indicator is close to zero or 100 per cent the normal distribution approximation which underpins the estimation of RSEs does not hold. In these cases RSEs are not shown and comparisons using such indicators should be undertaken with caution. In the 2008 data this issue applies to comparisons between results for Indigenous and non-Indigenous 17–19 year olds in the ACT.

#### **Accessibility**

The data for the SEW are available via the ABS website in the publication Education and Work, Australia

(<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Main+Features1May%202009?OpenDocument>) (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 (<http://abs.gov.au/AUSSTATS/abs@.nsf/mf/4714.0>) (Cat. No. 4714.0).

Additional data are available at cost upon request through the National Information Referral Service

(<http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service>) (NIRS). A Confidentialised Unit Record File (CURF) was produced for the 2008 NATSISS but not the 2008 SEW. However, CURFs have been produced for every second cycle of the latter survey since 2001 (most recent 2009) and are available on request.

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**Data Quality Statement – Performance Indicators 4, 5 and 11: Literacy and numeracy achievement of Year 3, 5, 7 and 9 (general population, and Indigenous and low SES) students in national testing, and percentage of students at or above the national minimum standard in reading, writing and numeracy for Year 3, 5, 7 and 9**

<b>Indicator</b>	Indicator 4 and Indicator 5: Literacy and numeracy achievement of Year 3, 5, 7 and 9 (general population, and Indigenous and low SES) students in national testing Indicator 11: Percentage of students at or above the national minimum standard in reading, writing and numeracy for Year 3, 5, 7 and 9
<b>Measure</b>	List of all the measures: <u>Measure 4(a)</u> : Proportion of students who achieved at or above the national minimum standard (for reading, writing and numeracy, in years 3, 5, 7 and 9) <u>Measure 4(b)</u> : NAPLAN mean scale scores for students (for reading, writing and numeracy in years 3, 5, 7 and 9) <u>Measure 5(a)</u> : Proportion of students who achieved at or above the national minimum standard, by parental education and parental occupation (for reading, writing and numeracy, in years 3, 5, 7 and 9) <u>Measure 5(b)</u> : NAPLAN mean scale scores for students, by Indigenous status (for reading, writing and numeracy, in years 3, 5, 7 and 9) <u>Indicator 11</u> : Proportion of students who achieved at or above the national minimum standard (for reading, writing and numeracy, in years 3, 5, 7 and 9), by Indigenous status
<b>Data source</b>	Is collected at school level and distributed by the Test Administration Authority
<b>Institutional Environment</b>	Data Collector(s): Individual schools send this data under a set of protocols to the Test Administration Authorities for the states and territories. Collection authority: ACARA Act Data Compiler(s): ACER
<b>Relevance</b>	Level of Geography: Data is available by National, State and Territory, and geo-location levels Data Completeness: Yes Indigenous Statistics: All data is available by Indigenous status by geo-location by State and Territory Socioeconomic status data: Data are available by parental education and parental occupation, by State and Territory Numerator/Denominator Source: The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER For Education indicators, are all types of schools, universities, technical colleges/TAFEs and correspondence schools included? Schools that sit NAPLAN tests Have standard classifications been used? If not, why not? Yes
<b>Timeliness</b>	Collection interval/s: The NAPLAN tests are conducted annually Data available: The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2010 was released by ACARA on 29 April 2011 Referenced Period: 12 months

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	Revisions are made between the release of the Summary Report and National Report
<b>Accuracy</b>	<p>Method of Collection: Method of Collection: By Test Administration Authorities and provided to ACER, who provide to ACARA</p> <p>Data Adjustments: Raw NAPLAN scores are converted to scaled scores.</p> <p>Sample/Collection size: The collection size is a census of NAPLAN participating years (3,5,7,9)</p> <p>Standard Errors: The standard errors have been used to calculate 95 per cent confidence intervals for all the data provided</p> <p>Known Issues: Confidence intervals should be considered when ranking jurisdictions. The confidence intervals used to compare jurisdictions within a calendar year are not the same confidence intervals used to compare across calendar years</p> <p>Year to year change: Caution should be exercised when using the data to measure small changes from year to year; 95 per cent confidence intervals have been provided to the Steering Committee</p> <p>Is the data being used attitudinal or data? Data</p> <p>The abbreviation 'np' indicates data not published as there were no students tested or the number of students tested was less than 30</p>
<b>Coherence</b>	<p>Consistency over time: NAPLAN results are collected in a consistent manner annually</p> <p>The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER</p> <p>The data is consistent with data supplied in previous reporting round</p> <p>Jurisdiction estimate calculation: Yes</p> <p>Jurisdiction/Australia estimate calculation: Yes</p> <p>Collections across populations: Yes</p>
<b>Interpretability</b>	<p>Context: Yes, this is within the context of the NAPLAN testing and reporting environment</p> <p>Other Supporting information: FAQ's on (<a href="http://www.naplan.edu.au">www.naplan.edu.au</a>)</p> <p>Socioeconomic status definition: Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. Parental occupation represents the occupation group which includes the main work undertaken by the parent/guardian. If a parent/guardian has more than one job, the occupation group which reflect their main job is reported</p> <p>Socioeconomic status derivation: NA</p> <p>Socioeconomic status quintiles derivation: NA</p>
<b>Accessibility</b>	<p>Data publicly available. (<a href="http://www.naplan.edu.au">www.naplan.edu.au</a>)</p> <p>Data is not available prior to public access</p> <p>Supplementary data is not available.</p> <p>The data is available in PDF format at (<a href="http://www.naplan.edu.au">www.naplan.edu.au</a>)</p>

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**Data Quality Statement – Performance 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))**

<b>Indicator</b>	Indicator 6: The proportion of students in the bottom and top levels of performance in international testing (for example, Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS))
<b>Measure</b>	<p>List of all the measures:</p> <p><u>Measure 6(a)</u>: Proportion of students that achieved at or above the nationally agreed proficiency level for each of reading literacy, mathematical literacy and scientific literacy</p> <ul style="list-style-type: none"> <li>– <u>Numerator: 6(a)</u>: number of students who achieved at or above the nationally agreed proficiency level (Level 3 for PISA) for each of reading literacy, mathematical literacy and scientific literacy</li> </ul> <p><u>Measure 6(b)</u>: Proportion of students in top and bottom levels of performance for each of reading literacy, mathematical literacy and scientific literacy</p> <ul style="list-style-type: none"> <li>– <u>Numerator 6(b) top level</u>: number of students who achieved at level 5 and level 6 on each of reading literacy, mathematical literacy and scientific literacy</li> <li>– <u>Numerator 6(b) bottom level</u>: number of students who achieved at level 1 or below on each of reading literacy, mathematical literacy and scientific literacy</li> </ul> <p><u>Denominator (both measure 6a and 6b)</u>: total population of all students (15 year old students participating in PISA)</p>
<b>Data source</b>	PISA 2006 and PISA 2009
<b>Institutional Environment</b>	<p>Data Collector(s): The data were collected by the Australian Council for Educational Research. ACER is an independent not for profit educational research company.</p> <p>Collection authority: ACER are contracted by the Commonwealth and State and Territory Governments to manage PISA in Australia</p> <p>Data Compiler(s): The data were compiled by the Australian Council for Educational Research. ACER is an independent not for profit educational research company</p> <p>Statistical confidentiality is guaranteed. All identifying data are removed from the data file prior to submission to the OECD</p> <p>Any identified errors are corrected immediately and a note added to the website informing clients of the changes, Key users are contacted when errors are found in published data</p>
<b>Relevance</b>	<p>Level of Geography: State/Territory, Metropolitan, Regional, Rural and Remote</p> <p>Data Completeness: All data are available from this data source</p> <p>Indigenous Statistics: Indigenous status is obtained from students</p> <p>Socioeconomic status data: Socioeconomic status is available at all data levels</p> <p>Numerator/Denominator Source: Yes</p> <p>15 year old students enrolled in schools are covered. Students in</p>

	correspondence schools are not covered.
	Standard classifications are used where appropriate
<b>Timeliness</b>	Collection interval/s: every 3 years
	Data available: December 2010
	Referenced Period: The data are collected during the 2009 school year
	no revisions likely
	single data source only
	no other less frequent data sources that contain more detailed data can be used in other reporting years
<b>Accuracy</b>	Method of Collection: Test administrators attended selected schools to administer the test and questionnaires to students.
	Data Adjustments: data are weighted only
	Sample/Collection size: The PISA sample is about 14,500 students
	Response rate: Student response rate is about 90 per cent
	Standard Errors: These vary but are included in tables where required
	Known Issues: None
	Year to year change: With a large sample size, small changes may be statistically significant but may not be practically significant
	Data are test achievement data
	Is there a particular data table for the performance indicator that requires more detailed information or explanation? No
	Are there external factors that may impact on the consistency of the data for the performance indicator? No
<b>Coherence</b>	Consistency over time: The data are consistent over time
	Numerator/denominator: N/A
	The numerator and denominator are compiled from a single source (the Programme for International Student Assessment)
	The data is consistent with data supplied in previous reporting round
	Jurisdiction estimate calculation: Yes
	Jurisdiction/Australia estimate calculation: Yes
	Collections across populations: Yes
	Have there been changes to the underlying data collection? No
	Have any real world events impacted on the data since the previous release? How have these impacts on the data been managed? No
	What other data sources is this data comparable with? None
	TIMSS and PIRLS, however they are based on different grade levels and different types of measures
<b>Interpretability</b>	Context: No
	Other Supporting information: Reports on the data are available from ( <a href="http://www.acer.edu.au/ozpisa/reports/">http://www.acer.edu.au/ozpisa/reports/</a> )
	Socioeconomic status definition: Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background
	Socioeconomic status derivation: HISEI is coded in accordance with the International Standard Classification of Occupations
	The ESCS is based on three indices:
	1. the highest occupational status of parents (HISEI)
	2. the highest educational level of parents in years of education

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	(PARED), and
	3. home possessions (HOMEPOS). The index of home possessions (HOMEPOS) comprises all items on the indices of family wealth, cultural resources, access to home educational and cultural resources, and books in the home
	Socioeconomic status quintiles derivation: Equal numbers of people
	Are there any ambiguous or technical terms that may need further explanation? No
<b>Accessibility</b>	Data publicly available. Published in Australian national report
	Data is not available prior to public access.
	Supplementary data is available
	Access permission/Restrictions: none
	Contact Details: Dr Sue Thomson, Director of Educational Monitoring and research, ACER <a href="mailto:thomson@acer.edu.au">thomson@acer.edu.au</a>
	National data are available in SPSS format
	No, the data have been released publicly

## Data Quality Statement – Performance Indicator 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

<b>Indicator</b>	NEA 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
<b>Measure</b>	<p>Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above</p> <p><u>Numerator:</u></p> <p>Number of persons aged 20–24 year olds who state they have completed Year 12 or attained a formal qualification at Certificate II or above (excluding Certificate nfd, including Certificate I/II nfd)</p> <p><u>Denominator:</u></p> <p>Total population of persons aged 20–24 years</p> <p>Excludes people whose educational attainment is not stated (only applicable to census data). These data are provided as supplementary information to inform this measure</p>
<b>Data source</b>	<p><u>Numerator and denominator:</u></p> <p>ABS Census of Population and Housing (Census). Data are available every five years</p> <p><u>Numerator and denominator:</u></p> <p>ABS Survey of Education and Work (SEW). Data are available annually. 2010 SEW data are being used for this cycle of indicators</p>
<b>Institutional Environment</b>	<p>The Census and SEW are collected by the ABS under the Census and Statistics Act 1905. 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> <p>(<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument">http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument</a>)</p>
<b>Relevance</b>	<p>SEW data are available by State/Territory. Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p> <p>The SEW collects information on the highest year of school completed. The standard classification of qualifications used is the Australian Standard Classification of Education</p> <p>(<a href="http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument">http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument</a>) (ASCED) (Cat. No. 1272.0)</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, answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure</p>
<b>Timeliness</b>	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2010 survey were released in November 2010</p>



<b>Accuracy</b>	<p>The 2010 SEW response rate was 96 per cent which constituted 39,800 completed interviews.</p> <p>The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated in 2010.</p> <p>Data with a RSE of between 25 per cent and 50 per cent should be used with caution while data with a RSE greater than 50 per cent is considered too unreliable for general use.</p>
<b>Coherence</b>	<p>Both the numerator and denominator come from the SEW. Measures based on the 2010 SEW are consistent with data from the 2009 SEW previously supplied for COAG reporting</p> <p>Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p> <p>The Australian Standard Classification of Education (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1272.02001?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1272.02001?OpenDocument</a>) (ASCED) (Cat. No. 1272.0) 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 (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument</a>) (SET) (Cat. No. 6278.0) and the Census of Population and Housing also provide information on educational attainment</p>
<b>Interpretability</b>	<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 (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument</a>) (Cat. No. 6227.0)</p> <p>Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: (<a href="http://www.abs.gov.au">www.abs.gov.au</a>)</p>
<b>Accessibility</b>	<p>The data for the SEW are available via the ABS website in the publication Education and Work, Australia (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument</a>) (Cat. No. 6227.0). This measure is also released as part of a SEW detailed education datacube</p> <p>Additional data are available at cost upon request through the National Information Referral Service (<a href="http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service">http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service</a>) (NIRS). A Confidentialised Unit Record File (CURF) was not produced for the 2010 SEW. However, CURFs have been produced for every second cycle of this survey since 2001 (most recent 2009) and are available on request</p>

## Data Quality Statement – Performance 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 or above

<b>Indicator</b>	NEA 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.
<b>Measure</b>	<p>Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, by SES.</p> <p><u>Numerator:</u></p> <p>Number of persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above (excluding Certificate nfd, including Certificate I/II nfd), by SES.</p> <p><u>Denominator:</u></p> <p>Total population of persons aged 20–24 years, by SES.</p> <p>Excludes people whose educational attainment is not stated (only applicable to census data). These data are provided as supplementary information to inform this measure.</p>
<b>Data source</b>	<p><u>Numerator and denominator:</u></p> <p>ABS Census of Population and Housing (Census). Data are available every five years</p> <p><u>Numerator and denominator:</u></p> <p>ABS Survey of Education and Work (SEW). Data are available annually. 2010 SEW data are being used for this cycle of indicators</p>
<b>Institutional Environment</b>	<p>The Census and SEW 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 (<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument">http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument</a>)</p>
<b>Relevance</b>	<p>SEW data are available by State/Territory. Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p> <p>The SEW collects information on the highest year of school completed. The standard classification of qualifications used is the Australian Standard Classification of Education (ASCED) (<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument">http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument</a>) (Cat. No. 1272.0)</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, answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure</p>
<b>Timeliness</b>	The SEW is conducted annually in May as a supplement to the monthly

	<p>Labour Force Survey (LFS). Results from the 2010 survey were released in November 2010</p>
<b>Accuracy</b>	<p>The 2010 SEW response rate was 96 per cent which constituted 39,800 completed interviews.</p> <p>The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated in 2010.</p> <p>Data with a RSE of between 25 per cent and 50 per cent should be used with caution while data with a RSE greater than 50 per cent is considered too unreliable for general use.</p>
<b>Coherence</b>	<p>Both the numerator and denominator come from the SEW. Measures based on the 2010 SEW are consistent with data from the 2009 SEW previously supplied for COAG reporting</p> <p>Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p> <p>The Australian Standard Classification of Education (ASCED) (<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument">http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument</a>) (Cat. No. 1272.0) 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) (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument</a>) (Cat. No. 6278.0) and the Census of Population and Housing also provide information on educational attainment</p>
<b>Interpretability</b>	<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 (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument</a>) (Cat. No. 6227.0)</p> <p>Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: <a href="http://www.abs.gov.au">www.abs.gov.au</a></p>
<b>Accessibility</b>	<p>The data for the SEW are available via the ABS website in the publication Education and Work, Australia (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument</a>) (Cat. No. 6227.0). This measure is also released as part of a SEW detailed education datacube.</p> <p>Additional data are available at cost upon request through the National Information Referral Service (<a href="http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service">http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service</a>) (NIRS). A Confidentialised Unit Record File (CURF) was not produced for the 2010 SEW. However, CURFs have been produced for every second cycle of this survey since 2001 (most recent 2009) and are available on request</p>

## Data Quality Statement – Performance Indicator 9: The proportion of young people participating in post school education or training six months after school

<b>Indicator</b>	NEA 9 – The proportion of young people participating in post-school education or training six months after school.
<b>Measure</b>	<p>Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment.</p> <p><u>Numerator:</u> Number of persons aged 15–19 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> Number of persons aged 15–19 years who have left school, by highest level of schooling completed.</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> <p>Excludes people whose highest level of schooling completed is not stated (only applicable to census data). These data are provided as supplementary information to inform this measure.</p>
<b>Data Source</b>	<p><u>Numerator and denominator:</u> ABS Census of Population and Housing (Census). Data are available every five years.</p> <p><u>Numerator and denominator:</u> ABS Survey of Education and Work (SEW). Data are available annually. 2010 SEW data are being used for this cycle of indicators.</p>
<b>Institutional Environment</b>	<p>The Census and SEW 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 (<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument">http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument</a>).</p>
<b>Relevance</b>	<p>SEW data are available by State/Territory. Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p> <p>The SEW collects information on the highest year of school completed. The standard classification of qualifications used is the Australian Standard Classification of Education (<a href="http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument">http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument</a>) (ASCED) (Cat. No. 1272.0).</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</p>

	all the details of the educational attainment of the other. In the SEW, answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure.
<b>Timeliness</b>	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2010 survey were released in November 2010.
<b>Accuracy</b>	<p>The 2010 SEW response rate was 96 per cent which constituted 39 800 completed interviews.</p> <p>The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated in 2010.</p> <p>Data with a RSE of between 25 per cent and 50 per cent should be used with caution while data with a RSE greater than 50 per cent is considered too unreliable for general use.</p>
<b>Coherence</b>	<p>Both the numerator and denominator come from the SEW. Measures based on the 2010 SEW are consistent with data from the 2009 SEW previously supplied for COAG reporting.</p> <p>Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p>
<b>Interpretability</b>	<p>The Australian Standard Classification of Education (ASCED) (<a href="http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument">http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument</a>) (Cat. No. 1272.0) 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) (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument</a>) (Cat. No. 6278.0) and the Census of Population and Housing also provide information on educational attainment.</p> <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 (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument</a>) (Cat. No. 6227.0).</p> <p>Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: <a href="http://www.abs.gov.au">www.abs.gov.au</a>.</p>
<b>Accessibility</b>	<p>The data for the SEW are available via the ABS website in the publication Education and Work, Australia (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument</a>) (Cat. No. 6227.0).</p> <p>This measure is also released as part of a SEW detailed education datacube.</p> <p>Additional data are available at cost upon request through the National Information Referral Service (NIRS) (<a href="http://www.abs.gov.au/web/sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service">http://www.abs.gov.au/web/sitedbs/D3310114.nsf/home/National+Information+and+Referral+Service</a>).</p>

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A Confidentialised Unit Record File (CURF) was not produced for the 2010 SEW. However, CURFs have been produced for every second cycle of this survey since 2001 (most recent 2009) and are available on request.

## Data Quality Statement – Performance Indicator 10: The proportion of 18–24 year olds engaged in full time employment, education and training at or above Certificate III

<b>Indicator</b>	NEA 10: The proportion of 18–24 year olds engaged in full-time employment, education or training at or above Certificate III.
<b>Measure</b>	<p>Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level.</p> <p><u>Numerator:</u></p> <p>Number of persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level.</p> <p><u>Denominator:</u></p> <p>Total population of persons aged 18–24 years.</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> <p>The scope of Certificate III or above excludes persons whose highest level of education/training is Certificate nfd and persons who have not identified the level of qualification they are working towards.</p>
<b>Data Source</b>	<p><u>Numerator and denominator:</u></p> <p>ABS Census of Population and Housing (Census). Data are available every five years.</p> <p><u>Numerator and denominator:</u></p> <p>ABS Survey of Education and Work (SEW). Data are available annually. 2010 SEW data are being used for this cycle of indicators.</p>
<b>Institutional Environment</b>	<p>The Census and SEW 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 (<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument">http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument</a>)</p>
<b>Relevance</b>	<p>SEW data are available by State/Territory. Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p> <p>The SEW collects information on the highest year of school completed. The standard classification of qualifications used is the Australian Standard Classification of Education (ASCED) (<a href="http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?open=document">http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?open=document</a>) (Cat. No. 1272.0)</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, answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure.</p>

<b>Timeliness</b>	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2010 survey were released in November 2010.
<b>Accuracy</b>	<p>The 2010 SEW response rate was 96 per cent which constituted 39 800 completed interviews.</p> <p>The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated in 2010.</p> <p>Data with a RSE of between 25 per cent and 50 per cent should be used with caution while data with a RSE greater than 50 per cent is considered too unreliable for general use.</p>
<b>Coherence</b>	<p>Both the numerator and denominator come from the SEW. Measures based on the 2010 SEW are consistent with data from the 2009 SEW previously supplied for COAG reporting.</p> <p>Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.</p> <p>The Australian Standard Classification of Education (ASCED) (<a href="http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument">http://www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument</a>) (Cat. No. 1272.0) 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) (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/252D868F10B905F3CA2568A9001393AF?OpenDocument</a>) (Cat. No. 6278.0) and the Census of Population and Housing also provide information on educational attainment.</p>
<b>Interpretability</b>	<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 (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument</a>) (Cat. No. 6227.0).</p> <p>Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: <a href="http://www.abs.gov.au">www.abs.gov.au</a>.</p>
<b>Accessibility</b>	<p>The data for the SEW are available via the ABS website in the publication Education and Work, Australia (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument</a>) (Cat. No. 6227.0).</p> <p>This measure is also released as part of a SEW detailed education datacube.</p> <p>Additional data are available at cost upon request through the National Information Referral Service (NIRS) (<a href="http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+">http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+</a></p>



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A Confidentialised Unit Record File (CURF) was not produced for the 2010 SEW. However, CURFs have been produced for every second cycle of this survey since 2001 (most recent 2009) and are available on request.

## Data Quality Statement – Performance Indicator 12: Rates of participation in NAPLAN reading, writing, & numeracy tests - years 3, 5, 7, 9

<b>Indicator</b>	Indicator 12: Rates of participation in NAPLAN reading, writing, & numeracy tests - years 3, 5, 7, 9y
<b>Measure</b>	<u>Numerator</u> : Number of students that were assessed (participated + exempt) in reading, writing, and numeracy, in years 3, 5, 7, or 9, (1) by State and Territory, (2) by Indigenous Status, by State and Territory, <u>Denominator</u> : Total number (participated + exempt + absent + withdrawn) of eligible students in year 3, 5, 7, or 9.
<b>Data Source</b>	Is collected at school level and distributed by the Test Administration Authority
<b>Institutional Environment</b>	Data Collector(s): Individual schools send this data under a set of protocols to the Test Administration Authorities for the states and territories. Collection authority: ACARA Act Data Compiler(s): ACARA
<b>Relevance</b>	Level of Geography: Data is available by National, State and Territory, and geo-location levels. Data Completeness: Yes Indigenous Statistics: All data is available by Indigenous status by geo-location by State and Territory. Socioeconomic status data: NA Numerator/Denominator Source: The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER. For Education indicators, are all types of schools, universities, technical colleges/TAFEs and correspondence schools included? Schools that sit NAPLAN tests. Have standard classifications been used? If not, why not? Yes
<b>Timeliness</b>	Collection interval/s: The NAPLAN tests are conducted annually. Data available: The Summary National Report was released on 9 September 2010. The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2010 was released by ACARA on 29 April 2011. Referenced Period: 12 months Revisions are made between the release of the Summary Report and National Report.
<b>Accuracy</b>	Method of Collection: By Test Administration Authorities and provided to ACARA. Data Adjustments: Yes, this data has been standardised. Sample/Collection size: All students who are eligible to sit NAPLAN tests. Approximately 1.1 million in 2010. Response rate: NA Standard Errors: NA Known Issues: Consistent definition application across the nation Year to year change: Accurately Is the data being used attitudinal or data? data
<b>Coherence</b>	Consistency over time: Participation rates are consistent over time, this is

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	<p>deemed highly accurate.</p> <p>Numerator/denominator: Headcount over total number of students enrolled in respective year level.</p> <p>The numerator and denominator are compiled from several sources. The numerator is captured from NAPLAN data whereas the denominator is captured from school enrolment data.</p> <p>The data is consistent with data supplied in previous reporting round.</p> <p>Jurisdiction estimate calculation: Yes</p> <p>Jurisdiction/Australia estimate calculation: Yes</p> <p>Collections across populations: Yes</p> <p>Have there been changes to the underlying data collection? no</p> <p>Have any real world events impacted on the data since the previous release? How have these impacts on the data been managed? no</p>
<b>Interpretability</b>	<p>Context: Yes, this is within the context of the NAPLAN testing and reporting environment.</p> <p>Other Supporting information: FAQ's on <a href="http://www.naplan.edu.au">www.naplan.edu.au</a></p> <p>Socioeconomic status definition: NA</p> <p>Socioeconomic status derivation: NA</p> <p>Socioeconomic status quintiles derivation: NA</p>
<b>Accessibility</b>	<p>Data publicly available. <a href="http://www.naplan.edu.au">www.naplan.edu.au</a></p> <p>Data is not available prior to public access.</p> <p>Supplementary data is not available.</p> <p>In which formats is the data available for people to use? Where and how do you access them? Screenreader compatibility is available and also tested using the Google translation website.</p> <p>Are there any privacy or confidentiality issues that prevent the data from being released publicly? Yes, if the reporting threshold is less than five.</p>

## Data Quality Statement – Performance Indicator 13: Apparent retention rates from year 7-8 (i) to year 10; (ii) to year 12

<b>Indicator</b>	Indicator 13: Apparent retention rates from year 7-8 (i) to year 10 (ii) to year 12
<b>Measure</b>	<p>The Apparent retention rates are defined as:</p> <p><i>To Year 10</i></p> <p><u>Numerator:</u> Number of full-time students in Year 10 in reference year (2010).</p> <p><u>Denominator:</u> Number of full-time students in the base year (Year 7 in NSW, Vic, Tas and ACT in 2007; Year 8 in QLD, WA, SA and NT in 2008).</p> <p><i>To Year 12</i></p> <p><u>Numerator:</u> Number of full-time students in Year 12 in reference year (2010).</p> <p><u>Denominator:</u> Number of full-time students in the base year (Year 7 in NSW, Vic, Tas and ACT in 2005; Year 8 in Qld, WA, SA and NT in 2006).</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>
<b>Data Source</b>	<p>Numerator and denominator:</p> <p>Non-finance NSSC. Data is published in Schools, Australia (<a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0">http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0</a>) (Cat. No. 4221.0). Data are available annually</p>
<b>Institutional Environment</b>	<p>National Schools Statistics Collection (NSSC) is a joint undertaking of the various State and Territory departments of education, the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), the Australian Bureau of Statistics (ABS), and the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).</p> <p>NSSC (non-finance) data are collated by the ABS and are sourced from administrative school enrolment databases from the various State and Territory departments of education for government data and the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) for non-government data.</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 (<a href="http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument">http://www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument</a>)</p>
<b>Relevance</b>	<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).</p>

	<p>It is not a measure of the proportion of students who actually completed Year 10 or Year 12.</p> <p>Relatively small changes in student numbers can create apparently large movements in retention rates, particularly in small jurisdictions. 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 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</p>
<b>Timeliness</b>	<p>The NSSC is based on the school census conducted annually on the first Friday in August by each State and Territory department of education. The results from the 2010 census of schools were released in March 2011</p>
<b>Accuracy</b>	<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 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 (<a href="http://www8.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12009?OpenDocument">http://www8.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12009?OpenDocument</a>) (Cat. No. 4221.0).</p>
<b>Coherence</b>	<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 (<a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02009?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02009?OpenDocument</a>) (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</p>

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	due to improvements in the identification and removal of duplicate enrolments may lead to decreases in ARR independently of changes in actual retention
<b>Interpretability</b>	Schools, Australia ( <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0">http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0</a> ) (Cat. No. 4221.0) includes explanatory notes and glossary available on the ABS website.
	Socioeconomic status is not yet available in the NSSC
<b>Accessibility</b>	Predominantly national level information is published in Schools Australia ( <a href="http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0">http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0</a> ) (Cat. No. 4221.0) on the ABS website. A range of time series data cubes, with a focus on State/Territory level information, are available on the ABS website.

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## Data Quality Statement – Survey of Education and Work

<b>Institutional Environment</b>	For information on the institutional environment of the Australian Bureau of Statistics (ABS), including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.
<b>Relevance</b>	<p>The Education and Work survey provides annual information about a range of key indicators relating to the educational participation and attainment along with data on people's transition between education and work for all persons aged 15–64 years and persons aged 65–74 years who are employed or marginally attached to the labour force.</p> <p>As a result of this survey being supplementary to the Labour Force Survey (LFS), persons excluded from the LFS were also excluded from this survey (see Explanatory Notes of Labour Force, Australia (Cat. No. 6202.0) for standard LFS exclusions). Additional exclusions from this survey were persons aged 75 years or older, persons aged 65–74 years who are not intending to work, persons permanently unable to work, institutionalised persons and boarding school pupils. Very remote areas were included for the first time in 2009.</p> <p>The type of information collected included: participation in education in the year prior to the survey, and in the survey month; labour force characteristics; type of educational institution; level of education of current and previous study; highest year of school completed; level and main field of highest non-school qualification; transition from education to work; unmet demand for education; and selected characteristics of apprentices.</p> <p>The Australian Classification of Education (ASCED) (Cat. No. 1272.0) was used to classify education. The ASCED is a national standard classification which can be applied to all sectors of the Australian education system including schools, vocational education and training and higher education. The ASCED comprises two classifications: Level of Education and Field of Education</p>
<b>Timeliness</b>	The most recent Education and Work survey was conducted throughout Australia in May 2010 as a supplement to the monthly LFS. The ABS has been conducting similar surveys since 1964. These surveys were conducted annually from February 1964 to February 1974, in May 1975 and 1976, in August 1977 and 1978 and annually in May since 1979. Data from the survey are released approximately six months after they have been collected.
<b>Accuracy</b>	<p>The number of completed interviews (after taking into account scope and coverage exclusions) was about 39 800. This sample was achieved by obtaining a response rate of 96 per cent from the selected households.</p> <p>The Labour Force Survey is designed to primarily provide estimates for the whole of Australia and, secondly, for each State and Territory.</p> <p>Two types of error are possible in an estimate based on a sample survey: non-sampling error and sampling error.</p> <p>Non-sampling error arises from inaccuracies in collecting, recording and processing the data. Every effort is made to minimise reporting error by the careful design of questionnaires, intensive training and supervision of interviewers, and efficient data processing procedures. Non-sampling error arises because information cannot be obtained from all persons selected in the survey.</p> <p>Sampling error occurs because a sample, rather than the entire population is surveyed. One measure of the likely difference resulting from not including all dwellings in the survey is given by the standard error. There</p>

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## **Coherence**

are about two chances in three that a sample estimate will differ by less than one standard error from the figure that would have been obtained if all dwellings had been included in the survey and about 19 chances in 20 that the difference will be less than two standard errors.

Every five years, following the availability of data from the Census of Population and Housing, the ABS reviews the LFS sample design. As a result of the review following the 2006 Census, the new sample design, implemented over the period November 2007 to June 2008, resulted in a smaller sample size from July 2008. For more information see Information Paper: Labour Force Sample Design, Nov 2007 (Cat. No. 6269.0)

The ABS seeks to maximise consistency and comparability over time by minimising changes to the survey; sound survey practice requires ongoing development to maintain the integrity of the data. No changes were made to the survey between 2009 and 2010.

In 2009 the scope of the survey was extended to include persons aged 65–74 years who are employed or marginally attached to the labour force. Persons are determined to be marginally attached to the labour force if they were not in the labour force in the reference week, wanted to work and: were actively looking for work but did not meet the availability criteria to be classified as unemployed; or were not actively looking for work but were available to start work within four weeks or could start work within four weeks if child care was available. To maintain comparability between years, the extra persons were not included in most of the tables. A separate table has been included.

Prior to 2009, all persons in very remote areas were excluded from the SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards the SEW has a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such persons account for about 15 per cent of the population.

## **Interpretability**

Detailed information on the terminology, classifications and other technical aspects associated with the Survey of Education and Work can be found in the pdf release as well as the relevant web pages included with this release.

## **Accessibility**

In addition to the pdf publication, the tables and associated RSEs are available in spreadsheet format on the website. Extra tables not contained in the pdf are also included on the website.

A Confidentialised Unit Record File (CURF) containing confidentialised microdata from the Survey of Education and Work has been released biennially since 2001. The CURF facilitates interrogation and analysis of survey data. A CURF will not be released for the 2010 Survey of Education and Work. The most recent CURF for the Survey of Education and Work was released from the 2009 survey. For further details refer to the ABS website <<http://www.abs.gov.au>>.

Data are also available on request. Note that detailed data can be subject to high relative standard errors which in some cases may result in data being confidentialised.

For further information about these or related statistics, contact the National Information and Referral Service on 1300 135 070.



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## References

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- 2011b, *Schools, Australia, 2010*, Cat. no. 4221.0, Canberra.
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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
AEDI	Australian Early Development Index
AIHW	Australian Institute of Health and Welfare
AIM	Achievement Improvement Monitor test
AQF	Australian Qualifications Framework
ARIA	Accessibility and Remoteness Index for Australia
ATSI	Aboriginal and Torres Strait Islander
Aust	Australia
CI	Confidence Interval
COAG	Council of Australian Governments
CRC	COAG Reform Council
DEEWR	Department of Education, Employment and Workplace Relations
DQS	Data Quality Statement
ESCS	Economic, Social and Cultural Status Index
FTE	full time equivalent
HISEI	Highest level of father's and mother's occupation
IGA	Intergovernmental Agreement on Federal Financial Relations
IRSD	Index of Relative Social Disadvantage
LBOTE	Language background other than English
LFS	Labour Force Survey
MCEECDYA	Ministerial Council on Employment, Early Childhood Development and Youth Affairs

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MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MCFFR	Ministerial Council for Federal Financial Relations
NA	National Agreement
NAPLAN	National Assessment Program – Literacy and Numeracy
NASWD	National Agreement for 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
NIRA	National Indigenous Reform Agreement
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
PISA	Programme for International Student Assessment
PM&C	Department of Prime Minister and Cabinet
Qld	Queensland
RSE	relative standard error
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

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TIMSS	Trends in International Mathematics and Science Study
VCE	Victorian Certificate of Education
VET	vocational education and training
Vic	Victoria
WA	Western Australia

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## Glossary

<b>Apparent retention rates</b>	The number of full time students in a designated year of schooling, expressed as a percentage of their respective cohort group at an earlier base year. For example, the year 12 retention rate is calculated by dividing the total number of full time students in year 12 in the target year by the total number of full time students in year 10 two years before the target year.
<b>Full time equivalent student</b>	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.
<b>Full time student</b>	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.
<b>Geographic location classification</b>	<p>Geographic categorisation for non-ABS data is based on the agreed MCEECDYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones). A further disaggregation comprises five categories: metropolitan and provincial zones each subdivided into two categories, and the remote zone. Further subdivisions of the two provincial zone categories and the remote zone category provide additional, more detailed, classification options. When data permit, a separate very remote zone can be reported along with the metropolitan, provincial and remote zones, as follows.</p> <p>A. Metropolitan zone</p> <ul style="list-style-type: none"><li>• Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs.</li><li>• Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong.</li></ul> <p>B. Provincial zone (non-remote)</p> <ul style="list-style-type: none"><li>• Provincial city Statistical Districts plus Darwin SD.<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul></li><li>• Other provincial areas (CD ARIA Plus score <math>\leq 5.92</math>)<ul style="list-style-type: none"><li>• Inner provincial areas (CD ARIA Plus score <math>\leq 2.4</math>)</li><li>• Outer provincial areas (CD ARIA Plus score <math>&gt; 2.4</math> and <math>\leq 5.92</math>)</li></ul></li></ul>

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	<p>C. Remote zone</p> <ul style="list-style-type: none"> <li>• Remote zone (CD ARIA Plus score &gt; 5.92) <ul style="list-style-type: none"> <li>• Remote areas (CD ARIA Plus score &gt; 5.92 and ≤ 10.53)</li> <li>• Very remote areas (CD ARIA Plus score &gt; 10.53)</li> </ul> </li> </ul>
<b>Indigenous student</b>	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.
<b>Language background other than English (LBOTE) student</b>	A status that is determined by administrative processes that vary across jurisdictions.
<b>Part time student</b>	A student undertaking a workload that is less than that specified as being full time in the jurisdiction
<b>Preschool</b>	A preschool program is a structured, play-based learning program usually provided by a qualified teacher on a sessional basis, primarily aimed at children in the year or two before they commence full-time schooling. This is irrespective of the type of institution that provides it or whether it is government funded or privately funded. Alternative terms currently used for preschool in some jurisdictions include 'kindergarten', 'pre-prep' and 'reception'.
<b>Socio-economic status</b>	<p>For the purposes of this report, socio-economic 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>
<b>Student</b>	<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>
<b>Student, primary</b>	A student in primary education, which from 2008 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.
<b>Student, secondary</b>	A student in secondary education, which from 2008 commences at year 7 in NSW, Victoria, Tasmania, ACT and NT, and at year 8 in Queensland, SA and WA.
<b>Ungraded student</b>	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.

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