

# National Agreement performance information 2008

National Education  
Agreement

*Steering Committee  
for the Review of  
Government  
Service Provision*

June 2009

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**Steering Committee for the  
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Service Provision**

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Mr Paul McClintock AO  
Chairman  
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SYDNEY NSW 2000

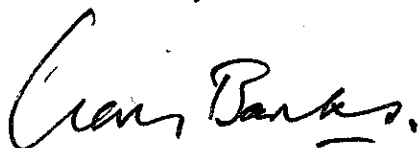
Dear Mr McClintock

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 2009

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

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

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

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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
Ms Sue Vroombout	Aust. Govt.	Department of the Treasury
Mr John Ignatius	Aust. Govt.	Department of Finance and Administration
Ms Nazli Munir	NSW	Department of Premier and Cabinet
Mr Mark Ronsisvalle	NSW	Department of Treasury
Ms Katy Haire	Vic	Department of the Premier and Cabinet
Ms Penelope McKay	Vic	Department of Treasury and Finance
Ms Sharon Bailey	Qld	Department of the Premier and Cabinet
Mr John O'Connell	Qld	Department of Treasury
Ms Lyn Genoni	WA	Department of the Premier and Cabinet
Ms Rebecca Brown	WA	Department of Treasury and Finance
Mr Ben Wilson	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 Anne Coleman	NT	Department of the Chief Minister
Mr Tony Stubbin	NT	NT Treasury
Mr Trevor Sutton		Australian Bureau of Statistics
Dr Penny Allbon		Australian Institute of Health and Welfare

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

Mr Stephen Clively	Aust govt.	Department of Prime Minister and Cabinet
Mr Shawn Boyle	WA	Department of the Premier and Cabinet
Mr David Imber	SA	Department of Treasury and Finance
Ms Susan Linacre		Australian Bureau of Statistics

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# National Education Agreement performance reporting

## Attachment tables

Data for the performance indicators in this report are presented in a separate set of attachment tables. Attachment tables are identified in references throughout this report by an 'NEA' suffix (for example, table NEA.3) or an 'NIRA' suffix (for example, table NIRA.3). Tables beginning with 'NEA' represent additional attachment tables for NEA indicators, whilst tables beginning with 'NIRA' represent additional attachment tables for related NIRA indicators.

## About this report

### Background to National Agreement reporting

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

The IGA included six new National Agreements (NAs):

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

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

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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* is not associated with a specific SPP, but draws together Indigenous elements from the other NAs and is associated with several NP agreements.

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

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## National Agreement reporting roles and responsibilities

The IGA states that:

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

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

The 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 National Agreements. The IGA could be read to imply a further role for the Steering Committee in providing information on performance data for 'National Partnerships to the extent that they support the objectives in National Agreements' [IGA, para. C5(c)]. Pending clarification of the Steering Committee's role in relation to NP reporting, performance indicators from NP agreements have not been included in this first tranche of reporting.

Reports from the Steering Committee to the CRC are required:

- by end-June on the education and training sector (*National Education Agreement* and the *National Agreement for Skills and Workforce Development*), 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

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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).

### *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 Ministerial Council for Federal Financial Relations, 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, with its responsibility under the IGA for collating the NA performance data. In addition, the data collection agencies are also responsible for preparing data quality statements '...which set out the quality attributes of the data using the ABS' Quality Framework' [para. C12].

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

Data collection agencies may also be consulted by the Ministerial Council for Federal Financial Relations, in relation 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

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and the timeliness of performance reporting for the National Performance Reporting System. [para. C29]

## **This report**

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 2009 (and annually thereafter).

This report includes the following:

- performance indicators from the NEA
- related performance indicators from the *National Indigenous Reform Agreement* (NIRA) (where the indicator is either the same as that included in the NEA, or uses similar data)
- data for the baseline reporting period of the 2008 calendar year (where 2008 data are not available, data for the most recent reporting year have been included)
- data quality statements for each indicator (provided by the relevant data collection agencies, and based on the ABS' data quality framework)
- comment by the Steering Committee on the quality of the performance indicator data using the data quality statements
- service-specific contextual information (for example, student numbers for the NEA performance reporting)
- areas for development of performance indicators and associated measures and data sources.

Attachment 1 to this report provides the original data quality statements (DQSs) completed by relevant data collection agencies.

A separate appendix provides general contextual information about each jurisdiction, to assist in interpretation of the performance data.

## **Context for National Education Agreement performance reporting**

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

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

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

- (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 [NEA para. 13].

At its 30 April 2009 meeting, COAG ‘...further agreed to bring forward the 90 per cent year 12 or equivalent attainment rate target from 2020 to 2015’ (COAG 2009a). COAG agreed to two measures for the 90 per cent year 12 or equivalent attainment rate targets, both of which relate to the 20–24 year old population. Although the NEA does not specifically include these measures, the two new measures are directly relevant to the NEA performance indicator that relates to the 19 year old population, and the measures have been included under this indicator in this report.

The following NP agreements have been established in the area of the NEA and may be relevant to analysing performance:

- *National Partnership Agreement on Literacy and Numeracy*
- *National Partnership Agreement on Improving Teacher Quality*
- *National Partnership Agreement on Low Socio-Economic Status School Communities.*

This report does not include information on performance against NP indicators.

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## Profile of school education

### *Roles and responsibilities*

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

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

### *Structure*

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

In 2008, the age at which a child's attendance at school becomes compulsory was 6 years for all states and territories except Tasmania, where it was 5 years. In practice, the majority of children start earlier, with minimum starting ages restricting enrolment to children aged between 4.5 to 5 years at the beginning of the (pre-year 1) school year (ABS 2009).

Although some students may undertake other/alternative approved courses/programs/activities (including approved employment) in some states, in



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general, students were required to stay at school (or undertake the school curriculum in the case of home schooling) in 2008 until<sup>1</sup>:

- reaching 15 years of age (NSW, ACT and NT)
- reaching 16 years of age (Victoria, SA and Tasmania)
- reaching 16 years of age or completing year 10 (Queensland)
- the end of the year in which students turn 17 years of age (WA) (ABS 2009; State and Territory government departments unpublished).

## **Descriptive data**

### *Schools*

At the beginning of August 2008, there were 9562 schools in Australia (6448 primary schools, 1455 secondary schools and 1659 combined and special schools<sup>2</sup>). The majority of schools were government owned and managed (71.5 per cent) (table 1.1). Settlement patterns (population dispersion), the age distribution of the population, and educational policy influence the distribution of schools by size and level in different jurisdictions. Nationally, 42.5 per cent of all secondary schools enrolled over 800 students (ABS 2009). A breakdown by jurisdiction of primary and secondary schools by size for government, non-government and all schools is available in *Schools Australia, 2008* (ABS 2009).

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<sup>1</sup> At its 30 April 2009 COAG meeting, all states and territories agreed that from 1 January 2010, young people will be required to participate in schooling until they complete year 10; and, young people who have completed year 10 will be required to participate full time in education, training or employment or a combination of these activities until age 17. SA has implemented legislation to this effect commencing in 2009.

<sup>2</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. 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.

**Table 1.1 Summary of school characteristics, August 2008**

	<i>NSW</i>	<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	1 642	1 198	934	507	428	140	57	56	4 962
Secondary	369	253	177	97	72	39	17	15	1 039
Combined <sup>a</sup>	66	58	92	95	76	26	6	75	494
Special schools <sup>b</sup>	112	76	47	69	20	5	4	5	338
<b>Total</b>	<b>2 189</b>	<b>1 585</b>	<b>1 250</b>	<b>768</b>	<b>596</b>	<b>210</b>	<b>84</b>	<b>151</b>	<b>6 833</b>
Non-government schools (no.)									
Primary	502	428	232	151	107	29	26	11	1 486
Secondary	157	107	73	34	23	7	5	10	416
Combined <sup>a</sup>	227	147	146	104	66	30	12	15	747
Special schools <sup>b</sup>	34	21	12	8	3	1	1	–	80
<b>Total</b>	<b>920</b>	<b>703</b>	<b>463</b>	<b>297</b>	<b>199</b>	<b>67</b>	<b>44</b>	<b>36</b>	<b>2 729</b>
All schools (no.)									
Primary	2 144	1 626	1 166	658	535	169	83	67	6 448
Secondary	526	360	250	131	95	46	22	25	1 455
Combined <sup>a</sup>	293	205	238	199	142	56	18	90	1 241
Special schools <sup>b</sup>	146	97	59	77	23	6	5	5	418
<b>Total</b>	<b>3 109</b>	<b>2 288</b>	<b>1 713</b>	<b>1 065</b>	<b>795</b>	<b>277</b>	<b>128</b>	<b>187</b>	<b>9 562</b>
Proportion of schools that are government schools (%)									
Primary	76.6	73.7	80.1	77.1	80.0	82.8	68.7	83.6	77.0
Secondary	70.2	70.3	70.8	74.0	75.8	84.8	77.3	60.0	71.4
Combined <sup>a</sup>	22.5	28.3	38.7	47.7	53.5	46.4	33.3	83.3	39.8
Special schools <sup>b</sup>	76.7	78.4	79.7	89.6	87.0	83.3	80.0	100.0	80.9
<b>All schools</b>	<b>70.4</b>	<b>69.3</b>	<b>73.0</b>	<b>72.1</b>	<b>75.0</b>	<b>75.8</b>	<b>65.6</b>	<b>80.7</b>	<b>71.5</b>
Proportion of primary schools (%)									
Government	75.0	75.6	74.7	66.0	71.8	66.7	67.9	37.1	72.6
Non-government	54.6	60.9	50.1	50.8	53.8	43.3	59.1	30.6	54.5
All schools	69.0	71.1	68.1	61.8	67.3	61.0	64.8	35.8	67.4

<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. – Nil or rounded to zero.

Source: ABS (2009) *Schools Australia 2008*, Cat. No. 4221.0, data cube NSSC T31a.

## NEA outputs

The NEA notes a number of outputs which support the achievement of the agreed outcomes for schooling. These outputs relate to student body characteristics of number of students enrolled in school, including enrolled in VET in schools, disaggregated by school sector, Indigenous status and socio-economic status (SES) of schools.

## Number of students enrolled in school

Enrolments by school sector is a NEA output. There were 3.4 million full time equivalent (FTE) student enrolments in primary and secondary schools in August 2008<sup>3</sup> (table 1.2). Nationally, 49.1 per cent of FTE students in all schools were female (table 1.2).

Comparability between states and territories may be affected by differences in the organisation of grades, policy on student intake and advancement, flows from secondary to vocational education, and the recruitment and employment of teachers (ABS 2009). In addition, the ACT is significantly affected by cross border use of services, in particular by NSW students attending ACT schools (ACT unpublished).

**Table 1.2 FTE student enrolments, August 2008<sup>a, b</sup>**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Total FTE student enrolments at level of education ('000)									
Primary schools	618	455	434	213	156	45	31	23	1 975
Secondary schools	492	385	275	137	98	38	28	16	1 469
<b>All schools</b>	<b>1 110</b>	<b>840</b>	<b>709</b>	<b>350</b>	<b>255</b>	<b>82</b>	<b>59</b>	<b>39</b>	<b>3 444</b>
Proportion of FTE students who were enrolled in government schools (%)									
Primary schools	69.6	68.3	71.4	70.7	67.2	74.8	60.2	79.1	69.7
Secondary schools	62.1	58.6	62.6	58.9	61.2	68.1	54.4	68.4	61.0
<b>All schools</b>	<b>66.3</b>	<b>63.9</b>	<b>68.0</b>	<b>66.1</b>	<b>64.9</b>	<b>71.7</b>	<b>57.4</b>	<b>74.8</b>	<b>66.0</b>
Proportion of FTE students who were female (all schools) (%)									
Primary schools	48.7	48.6	48.5	48.6	48.7	48.6	49.2	48.5	48.6
Secondary schools	49.6	49.9	49.8	49.4	50.0	50.0	48.9	49.2	49.7
<b>All schools</b>	<b>49.1</b>	<b>49.2</b>	<b>49.0</b>	<b>48.9</b>	<b>49.2</b>	<b>49.3</b>	<b>49.0</b>	<b>48.8</b>	<b>49.1</b>
Proportion of FTE students who were enrolled in primary education (%)									
Government schools	58.4	58.0	64.3	65.2	63.6	56.6	54.5	63.0	60.6
Non-government schools	50.1	47.6	54.6	52.6	57.3	48.5	48.6	49.5	51.1
<b>All schools</b>	<b>55.6</b>	<b>54.2</b>	<b>61.2</b>	<b>60.9</b>	<b>61.4</b>	<b>54.3</b>	<b>52.0</b>	<b>59.6</b>	<b>57.3</b>

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

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

A higher proportion of FTE students were enrolled in primary schools (57.3 per cent) than in secondary schools (42.7 per cent) (table 1.2). Differences in schooling structures influence enrolment patterns. Primary school education in Queensland, WA, SA and the NT, for example, includes year 7 whereas all other jurisdictions include year 7 in secondary school (ABS 2009). The proportion of

<sup>3</sup> The FTE of part-time students has been added to the number of full time students. For a full definition of FTE student see ABS (2009).

students enrolled in primary school education would be expected to be higher in jurisdictions that include year 7 in primary school (table 1.2).

Nationally, the proportion of FTE students enrolled in government schools was 66.0 per cent. A higher proportion of FTE students were enrolled in government schools at primary level (69.7 per cent) than at secondary level (61.0 per cent) (table 1.2).

The proportion of secondary school students who were enrolled part time in 2008, by school sector, are in table 1.3.

**Table 1.3 Part time school students as a proportion of all school students, by sector, 2008 (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	0.7	1.0	1.6	2.1	9.8	5.7	–	3.1	1.9
Non-government schools	0.2	0.1	0.1	–	1.6	0.1	0.1	1.4	0.2
<b>All schools</b>	<b>0.5</b>	<b>0.7</b>	<b>1.1</b>	<b>1.3</b>	<b>6.7</b>	<b>4.0</b>	<b>–</b>	<b>2.5</b>	<b>1.2</b>

<sup>a</sup> Absolute number of part time students divided by absolute number of full time and part time students. – Nil or rounded to zero.

Source: ABS (2009) *Schools Australia, 2008*, Cat. No. 4221.0.

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

Enrolments in VET in schools is a NEA output. The most recent data on the number of students enrolled in VET in schools is for the 2006 school year (table 1.4). VET in schools is counted if it is undertaken as part of a senior secondary certificate, and if its completion by the student provides credit towards a recognised VET credential within the Australian Qualification Framework (AQF) (NCVER 2008).

**Table 1.4 All VET in schools students by school sector, 2006 ('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>
Government schools	37.5	24.1	29.1	12.7	8.7	2.3	3.4	1.4	119.3
Technical college	0.2	–	–	–	–	–	–	–	0.2
Catholic school	10.0	7.3	7.5	2.8	2.2	0.3	1.0	0.2	31.3
Independent school	3.7	4.9	5.4	1.6	2.0	0.1	0.1	0.2	18.0
TAFE	0.7	1.4	0.1	np	–	–	–	–	2.2
Community education	–	0.4	np	–	–	–	–	–	0.4
Mixed	0.1	–	0.1	np	–	–	–	–	0.2
<b>Total</b>	<b>52.3</b>	<b>38.1</b>	<b>42.2</b>	<b>17.2</b>	<b>12.9</b>	<b>2.7</b>	<b>4.5</b>	<b>1.8</b>	<b>171.7</b>

<sup>a</sup> Data in this table may not be comparable due to compilation issues (see p. 7 and p. 9 of NCVER (2008) for further details). – Nil or rounded to zero. np Not published.

Source: NCVER (2008).

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### *Special needs groups*

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

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

Of these groups, students from low SES is a NEA output. However, data are currently not available on students from schools considered as being of low SES.

Information is provided below 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 because definitions of special needs students differ across states and territories.

### *Indigenous students*

Indigenous enrolments in schools is a NEA output. The proportion of full time Indigenous students in schools varies greatly across jurisdictions (table 1.5). In all jurisdictions, the proportion of full time Indigenous students was higher in government schools than in non-government schools. Nationally, the proportion of full time Indigenous students was 5.8 per cent for government schools and 1.8 per cent for non-government schools in 2008 (table 1.5).

**Table 1.5 Indigenous students as a proportion of all students, 2008 (per cent)<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>
Government schools	5.3	1.5	8.0	8.3	4.7	7.5	2.6	44.2	5.8
Non-government schools	1.4	0.3	2.7	3.0	1.1	2.9	1.1	30.2	1.8
<b>All schools</b>	<b>4.0</b>	<b>1.1</b>	<b>6.3</b>	<b>6.5</b>	<b>3.4</b>	<b>6.1</b>	<b>2.0</b>	<b>40.7</b>	<b>4.4</b>

<sup>a</sup> 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 (unpublished) *Schools Australia, 2008*, Cat. No. 4221.0.

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## *LBOTE students*

Table 1.6 reports the proportion of LBOTE students. Available data count students as LBOTE if their home language is not English or if they (or at least one parent) were born in a non-English speaking country. This definition is narrower than the definition endorsed by MCEETYA ministers, under which a student is identified as having a LBOTE if they, and/or one or more of their parents or carers speak a main language other than English in the home.

The proportion of LBOTE students in government and non-government schools varied across jurisdictions in 2006 (table 1.6).

**Table 1.6 Students from language backgrounds other than English as a proportion of all students, 2006 (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>
Government schools	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1
Non-government schools	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
<b>All schools</b>	<b>25.0</b>	<b>23.9</b>	<b>12.7</b>	<b>16.5</b>	<b>14.6</b>	<b>6.0</b>	<b>19.2</b>	<b>25.8</b>

<sup>a</sup> Number of LBOTE students and number of all students. Absolute numbers of LBOTE students are sourced from the 2006 Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection. See SCRGSP 2009a table 4A.23 for detailed footnotes.

Source: DEEWR (unpublished) based on the ABS (2006) Census of Population and Housing and the MCEETYA National Schools Statistics Collection; SCRGSP 2009a table 4A.23.

## *Students with disabilities*

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

Nationally in 2007, the proportion of students with disabilities for all schools was 4.4 per cent. The proportion enrolled in government schools (5.3 per cent) was almost twice as high as that in non-government schools (2.6 per cent) in 2007 (table 1.7).

**Table 1.7 Funded students with disabilities, 2007 (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	5.7	5.3	4.1	3.4	9.0	5.1	4.9	12.4	5.3
Non-government schools	3.3	2.6	1.9	1.9	3.1	1.7	1.6	2.5	2.6
<b>All schools</b>	<b>4.9</b>	<b>4.3</b>	<b>3.4</b>	<b>2.9</b>	<b>7.0</b>	<b>4.1</b>	<b>3.6</b>	<b>10.0</b>	<b>4.4</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 (2008) *Schools Australia, 2007*, 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 MCEETYA agreed classification<sup>4</sup>. The proportion of students attending schools in remote areas varies greatly across jurisdictions (table 1.8).

Nationally, the proportion of students enrolled in schools in remote areas was 1.5 per cent. The proportion enrolled in government schools (1.8 per cent) was more than twice as high as that in non-government schools (0.8 per cent) in 2007. Nationally, the proportion of students enrolled in schools in very remote areas was 0.9 per cent and four times as high in government schools (1.2 per cent), than in non-government schools (0.3 per cent) in 2007 (table 1.8).

<sup>4</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 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 1.8 Students attending schools in remote and very remote areas as a proportion of all students, 2007 (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	2.2	5.9	3.9	1.0	..	17.5	1.8
Non-government schools	0.2	–	0.8	2.0	1.2	0.5	..	30.3	0.8
<b>All schools</b>	<b>0.4</b>	<b>0.1</b>	<b>1.8</b>	<b>4.6</b>	<b>3.0</b>	<b>0.9</b>	<b>..</b>	<b>20.6</b>	<b>1.5</b>
Very remote areas									
Government schools	0.1	..	1.7	3.4	1.1	0.5	..	29.2	1.2
Non-government schools	–	..	0.3	1.4	0.2	–	..	12.0	0.3
<b>All schools</b>	<b>0.1</b>	<b>..</b>	<b>1.3</b>	<b>2.7</b>	<b>0.8</b>	<b>0.4</b>	<b>..</b>	<b>25.0</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 MCEETYA definitions for remote areas are not directly comparable to the ABS Accessibility and Remoteness Index for Australia (ARIA), which is used to provide disaggregations by remoteness areas for ABS data. .. Not applicable. – Nil or rounded to zero.

Source: DEEWR (unpublished) cited in SCRGSP 2009a, attachment table 4A.28.

## Early childhood education

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

Both empirical and anecdotal evidence suggest that children who have not had the opportunity to attend an early childhood education program may be disadvantaged when they begin school (ACCI 2007). Children without an early childhood 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 Children's services chapter in the *Report on Government Services 2009* (SCRGSP 2009a) and the Early childhood education chapter in the 2009 *Overcoming Indigenous Disadvantage* report (SCRGSP 2009b) provide data on enrolments, participation rates and attendance rates (based on absentee rates) for children in preschool. A number of caveats need to be considered in interpreting these data, and rather than reproduce the material in this report, readers are encouraged to refer to the two reports noted.



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## Overview of performance indicators

This report includes all ‘performance indicators’ from the NEA (table 1.9). Reflecting all Australian Governments’ shared commitment to tackling social exclusion, including disadvantage, wherever possible, performance indicators will be disaggregated by Indigenous status and low-SES [NEA para. 27].

This report also includes performance indicators from the NIRA where they are either: 1. directly related to an indicator in the NEA; or 2. are sourced from the same topic area and data collection as an indicator in the NEA (table 1.10).

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

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

**Table 1.9 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.	22
2. The proportion of Indigenous and low SES children (1) enrolled in and (2) attending school.	26
3. The proportion of Indigenous students completing year 10.	31
4. Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing.	34
5. Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing.	36
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))	39
7. The proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II.	41
8. The proportion of the 19 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II.	43
9. The proportion of young people participating in post-school education or training six months after school.	45
10. The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III.	47

<sup>a</sup> The performance indicators are presented in this table using the direct wording from the table on pp. 8-9 of the NEA (2009b). This does not necessarily reflect the measures used to report against the indicators in this report.

**Table 1.10 Related performance indicators in the National Indigenous Reform Agreement<sup>a</sup>**

<i>Performance indicator</i>	<i>Page no. in this report</i>
11. NAPLAN performance - (i) national, by jurisdiction, by geo-location; (ii) years 3, 5, 7, 9; (iii) reading, writing, numeracy.	50
12. NAPLAN student participation rates - (i) national, by jurisdiction, by geo-location; (ii) years 3, 5, 7, 9; (iii) reading, writing, numeracy.	53
13. Apparent retention rates from year 7-8 (i) national, by jurisdiction, by geo-location; (ii) to year 10; (iii) to year 12.	55
14. Attendance rates - (i) national, by jurisdiction, by geo-location; (ii) Year 1 to Year 10.	57
15. The proportion of Indigenous 18–24 year olds engaged in full time employment, education or training at or above Certificate III.	59

<sup>a</sup> The performance indicators are presented in this table using the direct wording from the NIRA (2009c). This does not necessarily reflect the measures used to report against the indicators in this report.

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### Box 1.1      **Key issues in performance reporting for the NEA**

- All 15 performance indicators in this report could be reported against.
- Multiple data sources have been used to provide data for the indicators within this report. Comments on the comparability of different data sources within an indicator have been provided where applicable.
- Of the 15 performance indicators, four did not have annual data:
  - *The proportion of Indigenous students completing year 10.*
  - *The proportion of students in the bottom and top levels of performance in international testing (for example, PISA, TIMSS).*
  - *The proportion of the 19 year old Indigenous and low SES population having attained at least a year 12 or equivalent or AQF Certificate II.*
  - *The proportion of Indigenous 18–24 year olds engaged in full time employment, education or training at or above Certificate III.*

An assessment of the relative speed of change in results for these indicators is required to determine whether more regular data collections are necessary.

- Only the MCEETYA National Assessment Program — Literacy and Numeracy (NAPLAN) data contain annual SES data, based on parental education/parental occupation. The remaining 14 performance indicators do not have annual data (or reliable annual data) for reporting by SES.
- This report has adopted different concepts of SES for different indicators, based on advice received by the Steering Committee. Some indicators are reported by parental education and parental occupation, others using the ABS Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-Economic Disadvantage (IRSD) or similar indices. The MCEETYA is currently undertaking further work to determine the appropriate concept and definition of SES to be applied across the school education sector and in future editions of this report.
- The 2006 ABS Census of Population and Housing under counts the Indigenous population (estimated at 11.5 per cent nationally). This may introduce bias into the results which would affect the comparability of the estimates among jurisdictions.
- One indicator in this report (NEA indicator 2 — student enrolment rates) uses Indigenous population estimates which have been adjusted for the Census under count. WA has questioned the process used for the ABS adjustment.

(Continued on next page)

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### Box 1.1 (Continued)

- Three of the 15 performance indicators may require amendment to reflect the intended outcomes:
  - *The proportion of students in the bottom and top levels of performance in international testing (for example, PISA, TIMSS).* Advice received by the Steering Committee indicated that for the purposes of national and international comparability, this indicator should be reported for the proportion of students at or above the relevant proficiency level.
  - *The proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II and The proportion of the 19 year old Indigenous and low SES population having attained at least a year 12 or equivalent or AQF Certificate II.* The wording of the NEA limits the scope of these two indicators to year 12/AQF Certificate II, and does not capture qualifications higher than these. This omission will under-estimate the proportion of skilled Australians. On advice received, for this report the Steering Committee has provided data for the broader scope of year 12 or equivalent or AQF Certificate II or above.
- The following performance indicators have associated measures for which the data provided result in proportions greater than 100 per cent:
  - *The proportion of children (1) enrolled in and (2) attending school (enrolled only).*
  - *The proportion of Indigenous and low SES children (1) enrolled in and (2) attending school (enrolled by Indigenous status only).*
  - *The proportion of Indigenous students completing year 10 (proxy measure of Apparent Retention Rates only).*

The suitability of these measures and/or data sources need to be reviewed.
- The following measures that use data sourced from annual sample surveys may not be able to assess change over time:
  - *The proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II.*
  - *The proportion of young people participating in post-school education or training six months after school.*
  - *The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III.*

A relative standard error (RSE) of less than 25 per cent is generally regarded as an acceptable standard for estimates at a particular point in time. However, this might not be adequate for measuring change over time. Small year to year movements may be difficult to detect if the size of the standard errors is large compared to the size of the difference between the estimates.

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## Performance indicators in the National Education Agreement

### Indicator 1: The proportion of children (1) enrolled in and (2) attending school

Outcome:	All children are engaged in and benefiting from schooling.
Measure:	There are three measures reported for this indicator:  Measure (1a): Proportion of children aged 6–15 years enrolled in school  Measure (1b): Proportion of children aged 6–16 years enrolled in school in years 1–10  Measure (2): Student attendance rates for students in years 1–10.
Measure (1a):	Proportion of children aged 6–15 years enrolled in school.  The measure is defined as: <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.</li></ul>
Measure (1b):	Proportion of children aged 6–16 years enrolled in school in years 1–10.  The measure is defined as: <ul style="list-style-type: none"><li>• <i>Numerator</i> — total number of children enrolled in school years 1–10 (full time and part time enrolments)</li><li>• <i>Denominator</i> — total population of children aged 6–16 years.</li></ul>
Data source (1a & 1b):	<i>Numerator</i> — <u>MCEETYA National Schools Statistics Collection</u> (NSSC). Data are collected annually <i>Denominator</i> — <u>Estimated Resident Population</u> (ERP)
Data provider (1a & 1b):	ABS (for both data sources)
Data availability (1a & 1b):	NSSC — 2008 (baseline year) ERP — 2008 (baseline year, using midpoint of 30 June 2008)
Cross tabulations provided (1a & 1b):	State and Territory

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*Attachment tables (1a and 1b):*

<b>Table NEA.1</b>	Proportion of children aged 6–15 years enrolled in school, 2008
<b>Table NEA.2</b>	Proportion of children aged 6–16 years, enrolled in school years 1–10, 2008

*Comment on data quality (1a and 1b):*

The two DQSs for this indicator have been prepared by the ABS and are at attachment 1. Key points from the DQSs are summarised below:

- The data provide relevant information on the number of enrolments for all year levels in school, by all age groups.
- Annual data are available for school enrolments and the general population by required age groups. The most recent data available are for 2008.
- The data are of acceptable accuracy.
- There are some differences in methods between the enrolments data and population data. For example, population data are estimated and are based on usual residence within a defined State or Territory boundary, while school data may include students who cross those boundaries to attend school. [*This latter point is particularly relevant for the ACT*].
- 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 original measure endorsed by the Steering Committee was the proportion of 6–15 year olds enrolled in school. A second supplementary measure was added for the proportion of year 1–10 students enrolled in school. This supplementary measure focuses on the ‘generally’ compulsory years of schooling, and aligns with the related attendance measure for this indicator. The supplementary measure uses different concepts for the numerator (enrolled children by school year level) and denominator (children by age) which may have a slight affect on the reliability of the results.

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Measure (2): Student attendance rates for students in years 1–10.

The measure is defined as:

- *Numerator* — aggregate number of actual days in attendance in the collection period, for children in years 1–10 (children enrolled full time only)
- *Denominator* — aggregate number of possible days for attendance in the collection period, for children in years 1–10 (children enrolled full time only).

Data source (2): *Numerator and denominator* — MCEETYA national school attendance collection (NSAC). Data are collected annually

Data provider (2): MCEETYA Performance Measurement and Reporting Taskforce (PMRT) (through the PMRT Secretariat)

Data availability (2): NSAC — 2007 (2008 [baseline year] data not available until late 2009)

Cross tabulations provided (2): State and Territory, by  
Year level (1–10 individually — not able to be aggregated), by  
School sector (government, independent and catholic — not able to be aggregated), by  
Sex

*Attachment tables (2):*

<b>Table NEA.3</b>	Student attendance rates, government schools, by sex, 2007 (per cent)
<b>Table NEA.4</b>	Student attendance rates, independent schools, by sex, 2007 (per cent)
<b>Table NEA.5</b>	Student attendance rates, Catholic schools, by sex, 2007 (per cent)



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*Comment on data quality (2):*

The DQS for this indicator has been prepared by the MCEETYA PMRT and is at attachment 1. Key points from the DQS are summarised below:

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

The Steering Committee also notes the following issue:

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

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

Outcome:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.
Measure:	<p>There are three measures reported for this indicator, all reported by Indigenous status and by SES:</p> <p>Measure (1a): Proportion of children aged 6–15 years enrolled in school</p> <p>Measure (1b): Proportion of children aged 6–16 years enrolled in school in years 1–10</p> <p>Measure (2): Student attendance rates for students in years 1–10.</p>
Measure (1a):	<p>Proportion of children aged 6–15 years enrolled in school, by Indigenous status and SES.</p> <p>The measure is defined as:</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.</li></ul>
Measure (1b):	<p>Proportion of children aged 6–16 years enrolled in school in years 1–10, by Indigenous status and SES.</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>Numerator</i> — total number of children enrolled in school years 1–10 (full time and part time enrolments)</li><li>• <i>Denominator</i> — total population of children aged 6–16 years.</li></ul>
Data source (1a & 1b):	<p><i>Numerator</i> — <u>MCEETYA NSSC</u>. Data are collected annually</p> <p><i>Denominator</i> — <u>Estimated Resident Population (ERP)</u> for total population, <u>Experimental Estimates of Aboriginal and Torres Strait Islander people from the 2006 Census</u> for the Indigenous and non-Indigenous populations</p>
Data provider (1a & 1b):	ABS (for all three data sources)
Data availability (1a & 1b):	<p>NSSC — 2008 (baseline year) (However, based on the date of most recent reliable data for the Australian Torres Strait Islander (ATSI) population being in respect of 2006, data are reported for 2006 only)</p> <p>ERP — 2008 (baseline year) (However, based on the most recent reliable data for the ATSI population being in respect of 2006, data are reported for 2006 only)</p> <p>Indigenous and non-Indigenous population — 2006 (date of most recent</p>

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reliable data for these populations)

Cross tabulations  
provided  
(1a & 1b):

State and Territory, by  
Indigenous status

*Attachment tables (1a and 1b):*

<b>Table NEA.6</b>	Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2006
<b>Table NEA.7</b>	Proportion of children aged 6–16 years, enrolled in school years 1–10, by Indigenous status, 2006

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*Comment on data quality (1a and 1b):*

The two DQSs for this indicator have been prepared by the ABS and are at attachment 1. Key points from the DQSs are summarised below:

- The data provide relevant information on the number of enrolments for all year levels in school, by all age groups. Data are available by Indigenous status. Data are not available by SES.
- Annual data are available for school enrolments and the general population by required age groups, with the most recent available data for 2008. Reliable Indigenous population data are currently only available up to June 2006. Therefore, the most recent data for enrolment rates by Indigenous status are for 2006. Projections of the Indigenous population, based on the 2006 Census, will be released in September 2009.
- The accuracy of Indigenous identification within the NSSC is not known and no adjustments have been made to the data to correct for differences in the propensity to identify across jurisdictions. Indigenous population data have been adjusted to account for the Census undercount, though WA have questioned the process used for this adjustment.
- There are some differences in methods between the enrolments data and population data. For example, population data are estimated and are based on usual residence within a defined State or Territory boundary, while school data may include students who cross those boundaries to attend school. [*This latter point is particularly relevant for the ACT*].
- 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 original measure endorsed by the Steering Committee was the proportion of 6–15 year olds enrolled in school. A supplementary measure was added for the proportion of year 1–10 students enrolled in school. This supplementary measure focuses on the ‘generally’ compulsory years of schooling, and aligns with the related attendance measure for this indicator. The supplementary measure uses different concepts for the numerator (enrolled children by school year level) and denominator (children by age) which may have a slight affect on the reliability of the results.
- Disaggregation of this indicator by SES is a priority. The current structure of the data collection for student enrolments does not include collection of SES. Further work to determine the appropriate concept and definition of SES to be applied across the school education sector and in future editions of this report is currently being pursued by MCEETYA.

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Measure (2):	<p>Student attendance rates for students in years 1–10, by Indigenous status and SES.</p> <p>The measure is defined as:</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>
Data source (2):	<i>Numerator and denominator</i> — <u>MCEETYA NSAC</u> . Data are collected annually
Data provider (2):	MCEETYA Performance Measurement and Reporting Taskforce (PMRT) (through the PMRT Secretariat)
Data availability (2):	NSAC — 2007 (2008 [baseline year] data not available until late 2009)
Cross tabulations provided (2):	State and Territory, by Indigenous status, by Year level (1–10 individually — not able to be aggregated), by School sector (government, independent and catholic — not able to be aggregated)

*Attachment tables (2):*

<b>Table NEA.8</b>	Student attendance rates, government schools, by Indigenous status, 2007 (per cent)
<b>Table NEA.9</b>	Student attendance rates, independent schools, by Indigenous status, 2007 (per cent)
<b>Table NEA.10</b>	Student attendance rates, catholic schools, by Indigenous status, 2007 (per cent)

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*Comment on data quality (2):*

The DQS for this indicator has been prepared by the MCEETYA PMRT and is at attachment 1. Key points from the DQS are summarised below:

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

The Steering Committee also notes the following issues:

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

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### Indicator 3: The proportion of Indigenous students completing year 10

Outcome:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.
Measures:	Two measures are proposed for this indicator, both to be reported by Indigenous status:  Measure (a): based on 5-yearly Census data  Measure (b): annual proxy based on NSSC data.
Measure (a):	Proportion of the population aged 15 to 19 year who have completed year 10 or above, by Indigenous status.  The measure is defined as: <ul style="list-style-type: none"><li>• <i>Numerator</i> — people aged 15–19 years who have completed year 10 or above, by Indigenous status</li><li>• <i>Denominator</i> — total population aged 15–19 years, by Indigenous status.</li></ul> This measure is based on those people who identify as having a year 10 qualification or above (which may include completion of year 10 without pass, or completion of year 10 allowing progression to year 11).
Measure (b):	Apparent retention rates from year 7/8 to year 10.  The measure is defined as: <ul style="list-style-type: none"><li>• <i>Numerator</i> — number of full time students in year 10 in reference year (2008)</li><li>• <i>Denominator</i> — 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).</li></ul> [Note: This measure (apparent retention rates to year 10) is replicated under indicator 13, one of the related indicators in the <i>National Indigenous Reform Agreement</i> .]
Data source:	(a) <i>Numerator and denominator</i> — <u>Census of Population and Housing (Census)</u> . Data are collected every five years  (b) <i>Numerator and denominator</i> — <u>MCEETYA NSSC</u> . Data are collected annually
Data provider (a & b):	ABS (for both data sources)
Data availability:	(a) Census — 2006  (b) NSSC — 2008 (baseline year)

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Cross tabulations  
provided (a & b): State and Territory, by  
Indigenous status

*Attachment tables (a):*

<b>Table NEA.11</b>	Proportion of 15–19 year old population having completed year 10 or above, by Indigenous status, 2006
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*Comment on data quality (a):*

The DQS for this indicator has been prepared by the ABS and is at attachment 1. Key points from the DQS are summarised below:

- The data provide relevant information on the proportion of students who have identified as completing year 10 or above.
- Data are sourced from the Census, which is conducted every 5 years. The most recent data available are for 2006.
- Data are of acceptable accuracy. The Indigenous undercount in the Census may introduce bias into the results for Indigenous disaggregations which may affect comparability across states and territories.
- The annual proxy measure (apparent retention rate to year 10) is not comparable with the Census measure.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issue:

- Census data are only available every 5 years. An assessment of the relative speed of change in results for this indicator is required to determine whether more regular data collection is necessary.

*Attachment tables (b):*

<b>Table NEA.12</b>	Apparent retention rates for students in years 7/8 to year 10, by Indigenous status, 2008 (per cent)
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*Comment on data quality (b):*

The DQS for this indicator has been prepared by the ABS and is at attachment 1. Key points from the DQS are summarised below:

- This measure is the proportion of Indigenous students who commenced secondary school, who have remained in secondary school to undertake Year 10. It is not a measure of the proportion of Indigenous students who actually completed Year 10.
- Data are sourced from the NSSC which is conducted annually. The most recent data available are for 2008.
- 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 cohort of students in year 10 is not necessarily the same cohort of students in year 7/8.
- Particularly in small jurisdictions, relatively small changes in student numbers can result in large movements in retention rates. In addition, rates in smaller jurisdictions may be affected by changes in such factors as the proportion of ungraded and/or mature aged students from year to year. The inclusion or exclusion of part time students can also have a significant effect on apparent retention rates, especially in SA, Tasmania and the NT, which have relatively large proportions of part time students.
- The annual proxy measure (apparent retention rate to year 10) is not comparable with the Census measure.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issues:

- Due to the number of issues affecting the quality of this measure, it is regarded as an annual proxy measure to provide supplementary information to the 5-yearly Census measure. An assessment of the relative speed of change in results for the Census measure is required to determine whether more regular data collection is necessary.

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

Outcome:	Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.
Measure:	<p>The measure is defined as:</p> <ul style="list-style-type: none"> <li>Proportion of students who achieved at or above the national minimum standard [for reading, writing and numeracy, in years 3, 5, 7 and 9].</li> </ul> <p>[Note: the achievement levels of all students tested are constructed on a discrete number of points on a scale rather than as continuously variable (using Rasch model), therefore, there is no discrete numerator and denominator for this measure].</p>
Data source:	<i>Numerator and denominator</i> — <u>MCEETYA NAPLAN</u> . Data are collected annually
Data provider:	Curriculum Corporation
Data availability:	NAPLAN — 2008 (baseline year)
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</li> </ul>

### *Attachment tables (for indicators 4 and 5):*

<b>Table NEA.13</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, 2008 (per cent)
<b>Table NEA.14</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, 2008 (per cent)
<b>Table NEA.15</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, 2008 (per cent)
<b>Table NEA.16</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, 2008 (per cent)
<b>Table NEA.17</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, 2008 (per cent)
<b>Table NEA.18</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, 2008 (per cent)
<b>Table NEA.19</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, 2008 (per cent)
<b>Table NEA.20</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, 2008 (per cent)

<b>Table NEA.21</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, 2008 (per cent)
<b>Table NEA.22</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, 2008 (per cent)
<b>Table NEA.23</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, 2008 (per cent)
<b>Table NEA.24</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, 2008 (per cent)
<b>Table NEA.25</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)
<b>Table NEA.26</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)
<b>Table NEA.27</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)
<b>Table NEA.28</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)

*Comment on data quality:*

The DQS for this indicator has been prepared by Curriculum Corporation and is at attachment 1. Key points from the DQS are summarised below:

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

The Steering Committee has no additional issues for noting with this indicator.

## Indicator 5: Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing

Outcome:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.
Measure:	<p>The measure is defined as:</p> <ul style="list-style-type: none"> <li>Proportion of students who achieved at or above the national minimum standard [for reading, writing and numeracy, in years 3, 5, 7 and 9].</li> </ul> <p>[Note: the achievement levels of all students tested are constructed on a discrete number of points on a scale rather than as continuously variable (using Rasch model), therefore, there is no discrete numerator and denominator for this measure.]</p>
Data source:	<i>Numerator and denominator</i> — <u>MCEETYA NAPLAN</u> . Data are collected annually.
Data provider:	Curriculum Corporation
Data availability:	NAPLAN — 2008 (baseline year)
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>Indigenous status, by State and Territory</li> <li>Parental education, national level only</li> <li>Parental occupation, national level only</li> </ul>

### Attachment tables (*for indicators 4 and 5*):

<b>Table NEA.13</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
<b>Table NEA.14</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
<b>Table NEA.15</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
<b>Table NEA.16</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
<b>Table NEA.17</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
<b>Table NEA.18</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
<b>Table NEA.19</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 (per cent)

<b>Table NEA.20</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
<b>Table NEA.21</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
<b>Table NEA.22</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
<b>Table NEA.23</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
<b>Table NEA.24</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
<b>Table NEA.25</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)
<b>Table NEA.26</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)
<b>Table NEA.27</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)
<b>Table NEA.28</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)

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*Comment on data quality:*

The DQS for this indicator has been prepared by Curriculum Corporation and is at attachment 1. Key points from the DQS are summarised below:

- Students are classified in three ways: assessed, exempt, absent/withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard.
- Data are sourced from the NAPLAN (for assessed students) and from student enrolment records (for exempt and absent/withdrawn students). All data are collected annually. The most recent data available are for 2008.
- Data are of acceptable accuracy. The percentages of students represented in all tables are rounded and may not sum to 100.
- SES is measured using recorded information on parental education and parental occupation (from student enrolment records). Due to the high proportion of 'not stated' responses for these data items (over 40 per cent nationally), data are only available at the national level.
- Indigenous status is recorded as part of the NAPLAN with 97 per cent of students responding. Data are available by Indigenous status at the State and Territory level.
- Detailed explanatory notes are publicly available to assist in interpretation of results. This includes information on the mean test scores, and information on the average age of students and average months of schooling by State and Territory.
- Some additional data from the data source are available on-line.

The Steering Committee also notes the following issue:

- Disaggregation of this indicator by SES at the State and Territory level is a priority. The high level of non-response for the associated items on student enrolment records precludes reliable reporting at the State and Territory level. Further development work on the student enrolment records (which relate to the NSSC — see indicator 1), or identification of an alternative data source or SES measure, is required.

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

Outcome:	Australian students excel by international standards.
Measure:	<p>Proportion of students that achieved at or above the nationally agreed proficiency level on reading literacy, mathematical literacy and scientific literacy.</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"> <li>• <i>Numerator</i> — number of students who achieved at or above the nationally agreed proficiency level (Level 3 for PISA) on reading literacy, mathematical literacy and scientific literacy</li> <li>• <i>Denominator</i> — total population of all students (15 year old students for PISA).</li> </ul>
Data source:	<i>Numerator and denominator</i> — Organisation for Economic Co-operation and Development ( <u>OECD</u> ) <u>PISA</u> . Data are collected every three years.
Data provider:	Australian Council for Educational Research (ACER)
Data availability:	PISA — 2006
Cross tabulations provided:	<p>At the State and Territory level:</p> <ul style="list-style-type: none"> <li>• Achievement at level 3 or above (and individual achievement levels)</li> </ul> <p>At the national level, by achievement at level 3 or above (and individual achievement levels):</p> <ul style="list-style-type: none"> <li>• Indigenous status</li> <li>• SES (using highest level of mothers/fathers occupation)</li> <li>• SES (using the index of Economic, Social and Cultural Status)</li> </ul>

### Attachment tables:

<b>Table NEA.29</b>	Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, 2006 (per cent)
<b>Table NEA.30</b>	Proportion of 15 year old secondary students achieving each level of the overall reading literacy scale, by Indigenous status and SES, 2006 (per cent)
<b>Table NEA.31</b>	Proportion of 15 year old students achieving level 3 or above in the overall mathematics literacy scale, 2006 (per cent)
<b>Table NEA.32</b>	Proportion of 15 year old secondary students achieving each level of the overall mathematics literacy scale, by Indigenous status and SES, 2006 (per cent)
<b>Table NEA.33</b>	Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, 2006 (per cent)

<b>Table NEA.34</b>	Proportion of 15 year old secondary students achieving each level of the overall science literacy scale, by Indigenous status and SES, 2006 (per cent)
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*Comment on data quality:*

The DQS for this indicator has been prepared by the ACER and is at attachment 1. Key points from the DQS are summarised below:

- The data provide relevant information on the proportion of 15 year old students nationally, and at the State and Territory level, who have achieved at or above the nationally agreed proficiency levels for reading literacy, mathematical literacy and scientific literacy. Data by Indigenous status and SES are only available at the national level.
- The PISA data collection is conducted every 3 years. The most recent data available are for 2006.
- 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:

- Disaggregation of this indicator by Indigenous status and SES at the State and Territory level is a priority. The population sample for this data collection does not support disaggregation at the State and Territory level by Indigenous status and SES. Further analysis is required to determine whether an alternative data source is necessary and/or more refined indicators developed.
- The measure for this indicator developed by the COAG Productivity Agenda Working Group Schooling Sub-group, and endorsed by the Steering Committee, is different to the initial measure proposed on proportion of students in the top and bottom levels in reading literacy, mathematical literacy and scientific literacy. Although data are available by individual achievement level (and included in the attachment tables), the Steering Committee has been advised that these data are not sufficiently reliable to make comparisons across jurisdictions and with other countries. These data are included in the attachment tables as supplementary information only.
- The indicator includes mention of two data sources (PISA and TIMSS). The TIMSS is not included as a data source for this measure based on feedback received by the Steering Committee (most recent 4-yearly TIMSS data are for 2006-07). Feedback indicated that the PISA is more timely, more comprehensive, and has a wider scope than the TIMSS. Therefore, reporting of TIMSS data was not considered to provide any further value for this report.



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## Indicator 7: The proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II

Outcome: Young people make a successful transition from school to work and further study.

Measure: Proportion of the 19 year old population who have completed year 12 or equivalent or AQF Certificate II or above.

The measure is defined as:

- *Numerator* — people aged 19 years who have completed year 12 or AQF Certificate II or above
- *Denominator* — total population of all people aged 19 years.

A supplementary measure is also reported, for people aged 20–24 years (the intention being: 1. to provide more reliable annual estimates for assessing change over time; and 2. to align with the new COAG measure agreed at the 30 April 2009 COAG meeting).

Data sources: *Numerator and denominator* — Census of Population and Housing (Census). Main data collection. Data are collected every 5 years  
*Numerator and denominator* — Survey of Education and Work (SEW). Supplementary data collection. Data are collected annually

Data provider: ABS (for both data sources)

Data availability: Census — 2006  
SEW — 2008 (baseline year)

Cross tabulations provided: State and Territory (both measures)

### Attachment tables:

<b>Table NEA.35</b>	Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2008
<b>Table NEA.36</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2008
<b>Table NEA.37</b>	Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006*
<b>Table NEA.38</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006*

\*Tables NEA.37-38 provide the relevant data for the total population from the Census. The Indigenous disaggregations are relevant for Indicator 8 only.

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*Comment on data quality:*

The two DQSs for this indicator have been prepared by the ABS and are at attachment 1 (one for the 19 year old measure and one for the 20–24 year old measure). Key points from the DQSs are summarised below:

- The data provide relevant information on the proportion of the relevant age population who have completed year 12 or equivalent or AQF Certificate II or above. Data are available by State and Territory from both data sources. The SEW does not include people living in very remote areas which affects the comparability of the NT results.
- For the target population of 19 year olds (that is, a single year of age), the size of the sample makes it difficult to measure with accuracy annual changes for medium or smaller jurisdictions.
- Census data are of acceptable accuracy. However, the size of the standard errors mean that SEW data may not be adequate for measuring change over time. Small year to year movements may be difficult to detect if the size of the standard errors is large compared to the size of the difference between the estimates.
- The Census is conducted every 5 years, with the most recent data available for 2006. The SEW is conducted annually, with the most recent data available for 2008.
- While there are differences in methodologies between the Census and the SEW, these differences do not affect their broad consistency for this measure.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issues:

- The ABS has advised that the SEW data for the 19 year old measure does not provide an accurate measure of annual change. The Steering Committee received feedback from the relevant COAG and Ministerial Council subcommittee members supporting a supplementary measure for 20–24 year olds. Following the COAG decision at its 30 April meeting to include a new measure for 20–24 year olds, the Steering Committee recommends reporting against this indicator for 20–24 year olds (not 19 year olds).
- The wording of the indicator in the NEA lists the qualifications to be considered as year 12 or equivalent of AQF Certificate II. The Steering Committee received advice from the relevant COAG and Ministerial Council subcommittee members that the intention of the indicator was to consider the proportion of people with year 12 or equivalent or AQF Certificate II or above (the intention being to determine the proportion of the population with at least (but not limited to) year 12 or equivalent). The measure and associated data support this expanded measure.

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## Indicator 8: The proportion of the 19 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II

Outcome:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.
Measure:	<p>Proportion of the 19 year old Indigenous and low SES population who have completed year 12 or equivalent or an AQF Certificate II or above.</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>Numerator</i> — people aged 19 years who have completed year 12 or AQF Certificate II or above, by Indigenous status and SES</li><li>• <i>Denominator</i> — total population of all people aged 19 years, by Indigenous status and SES.</li></ul> <p>A supplementary measure will also be reported, for people aged 20–24 years (the intention being: 1. to provide more reliable annual estimates; and 2. to align with the new COAG measure agreed at the 30 April 2009 COAG meeting).</p>
Data sources:	<p><i>Numerator and denominator</i> — <u>Census</u> — proposed as main data collection. Data are collected every 5 years.</p> <p><i>Numerator and denominator</i> — <u>SEW</u> — proposed as the supplementary data collection to provide annual SES data between Census years (SEIFA anticipated to be available from the 2009 SEW, pending quality of State/Territory estimates). Data are collected annually.</p> <p><i>Numerator and denominator</i> — <u>National Aboriginal and Torres Strait Islander Social Survey (NATSISS)</u> and the <u>National Aboriginal and Torres Strait Islander Health Survey (NATSIHS)</u> — proposed as the supplementary data collections to provide additional Indigenous data between Census years, pending availability of data to provide a non-Indigenous comparator. Data are collected on alternating 3-yearly cycles.</p>
Data provider:	ABS (for all four data sources)
Data availability:	Census — 2006
Cross tabulations provided:	<p>State and Territory, by:</p> <ul style="list-style-type: none"><li>• Indigenous status</li><li>• SEIFA IRSD quintiles (SES)</li></ul>

### Attachment tables:

<b>Table NEA.37</b>	Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006
<b>Table NEA.38</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006

<b>Table NEA.39</b>	Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2006
<b>Table NEA.40</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2006

*Comment on data quality:*

The two DQs for this indicator have been prepared by the ABS and are at attachment 1 (one for the 19 year old measure and one for the 20–24 year old measure). Key points from the DQs are summarised below:

- The data provide relevant information on the proportion of the relevant age population who have completed year 12 or equivalent, or AQF Certificate II or above. Data are available by State and Territory, by Indigenous status and SES.
- Data are of acceptable accuracy.
- The Census is conducted every 5 years, with the most recent data available for 2006.
- 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:

- Pending the CRC's choice of measures for indicator 7 (19 year old population or 20–24 year old population), the Steering Committee recommends the use of the measure with the same age group for this indicator.
- The wording of the indicator in the NEA lists the qualifications to be considered as year 12 or equivalent or AQF Certificate II. The Steering Committee received advice from the relevant COAG and Ministerial Council subcommittee members that the intention of the indicator was to consider the proportion of people with year 12 or equivalent or AQF Certificate II or above (the intention being to determine the proportion of the population with at least (but not limited to) year 12 or equivalent). The measure and associated data support this expanded measure.
- Census data are only available every 5 years. An assessment of the relative speed of change in results for this indicator is required to determine whether more regular data collection is necessary.

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

Outcome:	Young people make a successful transition from school to work and further study.
Measure:	<p>Proportion of the 15–19 year old school leavers who are participating in non-school education and/or training.</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>Numerator</i> — number of people aged 15–19 years who are school leavers and are enrolled at a non-school educational institution</li><li>• <i>Denominator</i> — total population of all people aged 15–19 years who are school leavers.</li></ul>
Data source:	<i>Numerator and denominator</i> — <u>SEW</u> . Data are collected annually.
Data provider:	ABS
Data availability:	SEW — 2008 (baseline year)
Cross tabulations provided:	State and Territory

### *Attachment table:*

<b>Table NEA.41</b>	Proportion of young people (15–19 years) participating in post school education or training, 2008
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*Comment on data quality:*

The DQS for this indicator has been prepared by the ABS and is at attachment 1. 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 participating in post school education and/or training. Data are not available by Indigenous status or SES. The SEW does not include people living in very remote areas which affects the comparability of the NT results.
- The SEW is conducted annually. The most recent data available are for 2008.
- The size of the standard errors mean that SEW data may not be adequate for measuring change over time. Small year to year movements may be difficult to detect if the size of the standard errors is large compared to the size of the difference between the estimates. At a minimum, the RSEs for the NT are greater than 25 per cent, and the NT results should be treated with caution.
- 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 and SES is a priority. The population sample for this data collection does not support disaggregation by Indigenous status (the ABS is currently investigating the possibility of disaggregation by SES for the 2009 data collection, using the SEIFA IRSD). Further development work on the current data source, or identification of an alternative data source, is required.

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

Outcome:	Young people make a successful transition from school to work and further study.
Measure:	<p>Proportion of the population aged 18 to 24 years who are fully engaged in employment, education and/or training at or above AQF Certificate III.</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"> <li><i>Numerator</i> — people aged 18 to 24 years who are fully engaged in employment and/or education and training at or above AQF Certificate III</li> <li><i>Denominator</i> — total population of all people aged 18 to 24 years.</li> </ul> <p>'Fully engaged' is defined as: participation in full time employment; participation in full time education or training at or above AQF Certificate III; or participation in both employment and education/training at or above AQF Certificate III.</p>
Data sources:	<p><i>Numerator and denominator</i> — <u>SEW</u> — proposed as the main data collection to provide data for the indicator without further disaggregations. Data are collected annually.</p> <p><i>Numerator and denominator</i> — <u>Census</u> — proposed as supplementary data collection for disaggregations by Indigenous status and SES (noting that data do not provide for level of qualification of current study). Data are collected every 5 years.</p> <p><i>Numerator and denominator</i> — <u>NATSISS</u> and the <u>NATSIHS</u> — proposed as supplementary data collections to provide additional Indigenous data between Census years (pending availability of data for non Indigenous comparator). Data are collected on alternating 3-yearly cycles.</p>
Data provider:	ABS (for all four data sources)
Data availability:	<p>SEW — 2008 (baseline year)</p> <p>Census — 2006</p>
Cross tabulations provided:	<p>State and Territory (SEW and Census), by</p> <p>Engagement in work/education status (SEW and Census), by</p> <ul style="list-style-type: none"> <li>Indigenous status (Census)</li> <li>SEIFA IRSD quintiles 1–5 (SES) (Census)</li> </ul>

### Attachment tables:

<b>Table NEA.42</b>	Proportion of 18–24 year old population engaged in full time employment, education or training at or above Certificate III, 2008
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<b>Table NEA.43</b>	Proportion of 18–24 year old population engaged in full time employment, education or training, by Indigenous status, 2006
<b>Table NEA.44</b>	Proportion of 18–24 year old population engaged in full time employment, education or training, by SES based on ABS SEIFA IRSD, 2006



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*Comment on data quality:*

The DQS for this indicator has been prepared by the ABS and is at attachment 1. Key points from the DQS are summarised below:

- The SEW data collection provides relevant information on the proportion of the 18 to 24 year old population who are fully engaged in employment, education and/or training at or above AQF Certificate III. The Census only collects information on qualification levels for those who have completed studies. Therefore, Census data provide an over-estimate as they include people fully engaged in all education and/or training.
- The SEW does not include people living in very remote areas which affects the comparability of the NT results.
- The size of the standard errors mean that SEW data may not be adequate for measuring change over time. Small year to year movements may be difficult to detect if the size of the standard errors is large compared to the size of the difference between the estimates.
- The SEW is conducted annually, with the most recent available data for 2008. The Census is conducted every 5 years, with the most recent available data for 2006.
- The Indigenous undercount in the Census may introduce bias into the results for Indigenous disaggregations, which may affect comparability across states and territories.
- While there are differences in methodologies between the Census and the SEW, these differences do not affect their broad consistency for this measure.
- 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:

- Disaggregation of this indicator by Indigenous status and SES is a priority. The population sample for the SEW data collection does not support disaggregation by Indigenous status (the ABS is currently investigating the possibility of disaggregation by SES for the 2009 data collection, using the SEIFA IRSD). Further development work on the current data source, or identification of an alternative data source, is required.
- The Census data are included only to provide supplementary information disaggregated by Indigenous status and SES (which are currently not available from other data sources).

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## Education performance indicators in the National Indigenous Reform Agreement

### Indicator 11: NAPLAN performance -

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

[Note: The measures for this indicator are similar to indicator 5 under the NEA].

Measure: The measure is defined as:

- Proportion of students who achieved at or above the national minimum standard, by Indigenous status [for reading, writing and numeracy, in years 3, 5, 7 and 9].

[Note: the achievement levels of all students tested are constructed on a discrete number of points on a scale rather than as continuously variable (using Rasch model), therefore, there is no discrete numerator and denominator for this measure].

Data source: MCEETYA NAPLAN. Data are collected annually

Data provider: Curriculum Corporation

Data availability: NAPLAN — 2008 (baseline year)

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
- Geolocation
- Indigenous status by geolocation (for Indigenous students and all students)

### *Attachment tables:*

<b>Table NEA.13</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
<b>Table NEA.14</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
<b>Table NEA.15</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)

<b>Table NEA.16</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
<b>Table NEA.17</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
<b>Table NEA.18</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
<b>Table NEA.19</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
<b>Table NEA.20</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
<b>Table NEA.21</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
<b>Table NEA.22</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
<b>Table NEA.23</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
<b>Table NEA.24</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
<b>Table NIRA.1</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by geolocation, 2008 (per cent)
<b>Table NIRA.2</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by geolocation, 2008 (per cent)
<b>Table NIRA.3</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by geolocation, 2008 (per cent)
<b>Table NIRA.4</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by geolocation, 2008 (per cent)
<b>Table NIRA.5</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by geolocation, 2008 (per cent)
<b>Table NIRA.6</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by geolocation, 2008 (per cent)
<b>Table NIRA.7</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by geolocation, 2008 (per cent)
<b>Table NIRA.8</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by geolocation, 2008 (per cent)
<b>Table NIRA.9</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by geolocation, 2008 (per cent)

<b>Table NIRA.10</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by geolocation, 2008 (per cent)
<b>Table NIRA.11</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by geolocation, 2008 (per cent)
<b>Table NIRA.12</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by geolocation, 2008 (per cent)

*Comment on data quality:*

The DQS for this indicator has been prepared by Curriculum Corporation and is at attachment 1. Key points from the DQS are summarised below:

- Students are classified in three ways: assessed, exempt, absent/withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard.
- Data are sourced from the NAPLAN (for assessed students) and from student enrolment records (for exempt and absent/withdrawn students). All data are collected annually. The most recent data available are for 2008.
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Indigenous status is recorded as part of the NAPLAN with 97 per cent of students responding. Data are available by Indigenous status at the State and Territory level.
- Geolocation is determined based on the MCEETYA geographic location classification.
- Detailed explanatory notes are publicly available to assist in interpretation of results. This includes information on the mean test scores, and information on the average age of students and average months of schooling by State and Territory.
- Some additional data from the data source are available on-line.

The Steering Committee also notes the following issue:

- Currently, State and Territory results for Indigenous students and all students are able to be further disaggregated by geolocation. Equivalent disaggregations are a priority for non-Indigenous students, to enable a more accurate assessment of the gap between Indigenous and non-Indigenous students by geolocation areas within states and territories.

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## Indicator 12: NAPLAN student participation rates

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

Measure: Proportion of students in years 3, 5, 7 and 9 who participated in national testing, by Indigenous status.

The measure is defined as:

- *Numerator* — number of assessed and exempt students in years 3, 5, 7 and 9, by Indigenous status
- *Denominator* — total number of students in years 3, 5, 7 and 9, by Indigenous status.

Data source: *Numerator and denominator* — MCEETYA NAPLAN. Data are collected annually

Data provider: Curriculum Corporation

Data availability: NAPLAN — 2008 (baseline year)

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 and all students (not available for non-Indigenous students).

### *Attachment tables:*

<b>Table NIRA.13</b>	Year 3 student participation in assessment, 2008 (per cent)
<b>Table NIRA.14</b>	Year 5 student participation in assessment, 2008 (per cent)
<b>Table NIRA.15</b>	Year 7 student participation in assessment, 2008 (per cent)
<b>Table NIRA.16</b>	Year 9 student participation in assessment, 2008 (per cent)

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*Comment on data quality:*

The DQS for this indicator has been prepared by Curriculum Corporation and is at attachment 1. Key points from the DQS are summarised below:

- Students are classified in three ways: assessed, exempt, absent/withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard.
- Data are sourced from the NAPLAN (for assessed students) and from student enrolment records (for exempt and absent/withdrawn students). All data are collected annually. The most recent data available are for 2008.
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Indigenous status is recorded as part of the NAPLAN with 97 per cent of students responding. Data are available by Indigenous status at the State and Territory level.
- Detailed explanatory notes are publicly available to assist in interpretation of results. This includes information on the mean test scores, and information on the average age of students and average months of schooling by State and Territory.
- Some additional data from the data source are available on-line.

The Steering Committee also notes the following issue:

- Currently, State and Territory results are available for Indigenous students and all students. Equivalent disaggregations are a priority for non-Indigenous students, to enable a more accurate assessment of the gap between Indigenous and non-Indigenous students across states and territories. Further disaggregation of these data is also required by geolocation, to enable assessment of the gap between Indigenous and non-Indigenous students by geolocation within states and territories.

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### Indicator 13: Apparent retention rates from year 7-8

- (i) national, by jurisdiction, by geo-location;
- (ii) to year 10;
- (iii) to year 12.

[Note: The measure under this indicator on apparent retention rates to year 10 is also used as a supplementary measure for indicator 3 under the NEA].

Measure:	The apparent retention rates of students in years 7/8, to year 10 and year 12, by Indigenous status.  The apparent retention rates are defined as: To year 10 <ul style="list-style-type: none"><li><i>Numerator</i> — number of full time students in year 10 in reference year (2008)</li><li><i>Denominator</i> — 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).</li></ul> To year 12 <ul style="list-style-type: none"><li><i>Numerator</i> — number of full time students in year 12 in reference year (2008)</li><li><i>Denominator</i> — number of full time students in the base year (year 7 in NSW, Vic, Tas and ACT in 2003; year 8 in Qld, WA, SA and NT in 2004).</li></ul>
Data source:	<i>Numerator and denominator</i> — <u>MCEETYA NSSC</u> . Data are collected annually
Data provider:	ABS
Data availability:	NSSC — 2008 (baseline year)
Cross tabulations provided:	State and Territory, by Indigenous status

#### *Attachment tables:*

<b>Table NEA.12</b>	Apparent retention rates for students in years 7/8 to year 10, by Indigenous status, 2008 (per cent)
<b>Table NIRA.17</b>	Apparent retention rates for students in years 7/8 to year 12, by Indigenous status, 2008 (per cent)

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*Comment on data quality:*

The DQS for this indicator has been prepared by the ABS and is at attachment 1. Key points from the DQS are summarised below:

- This measure is the proportion of Indigenous students who commenced secondary school, who have remained in secondary school to undertake year 10, and year 12.
- Data are sourced from the NSSC which is conducted annually. The most recent data available are for 2008.
- A number of factors affect the accuracy of this measure, including repeating students, migration, inter-sector transfers and enrolment policies (such as different age/grade structures across jurisdictions). Therefore, the cohorts of students in year 10 and year 12 are not necessarily the same cohort of students in year 7/8.
- Particularly in small jurisdictions, relatively small changes in student numbers can result in large movements in retention rates. In addition, rates in smaller jurisdictions may be affected by changes in such factors as the proportion of ungraded and/or mature aged students from year to year. The inclusion or exclusion of part time students can also have a significant effect on apparent retention rates, especially in SA, Tasmania and the NT, which have relatively large proportions of part time students.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issue:

- The reliability of the data is questionable as the apparent retention rates are greater than 100 per cent in many cases. Work published by the ABS has noted the limitations of apparent retention rates as measures of engagement in senior secondary school (Rossiter & 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 currently available disaggregated by Indigenous status.



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## Indicator 14: Attendance rates -

- (i) national, by jurisdiction, by geo-location;
- (ii) Year 1 to Year 10

[Note: The measure under this indicator is similar to the attendance measure for indicator 2 under the NEA, and for this report uses the same NEA attachment tables].

Measure: The attendance rates for students in years 1 to 10, by Indigenous status.

The measure is defined as:

- *Numerator* — aggregate number of actual days in attendance in the collection period, for children in years 1–10 (children enrolled full time only)
- *Denominator* — aggregate number of possible days for attendance in the collection period, for children in years 1–10 (children enrolled full time only).

Data source: *Numerator and denominator* — MCEETYA NSAC. Data are collected annually

Data provider: MCEETYA Performance Measurement and Reporting Taskforce (PMRT) (through the PMRT Secretariat)

Data availability: NSAC — 2007 (2008 [baseline year] not available until late 2009)

Cross tabulations provided: State and Territory, by  
Indigenous status, by  
Year level (1–10 individually — not able to be aggregated), by  
School sector (government, catholic, independent — not able to be aggregated)

### Attachment tables:

<b>Table NEA.8</b>	Student attendance rates, government schools, by Indigenous status, 2007 (per cent)
<b>Table NEA.9</b>	Student attendance rates, independent schools, by Indigenous status, 2007 (per cent)
<b>Table NEA.10</b>	Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent)

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*Comment on data quality:*

The DQS for this indicator has been prepared by the MCEETYA PMRT and is at attachment 1. Key points from the DQS are summarised below:

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

The Steering Committee also notes the following issues:

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

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

[Note: The measure for this indicator is similar to the measure for indicator 10 under the NEA, and uses one of the NEA attachment tables for indicator 10].

**Measure:** The proportion of the 18–24 year old population that are fully engaged in employment, education and/or training at or above AQF Certificate III, by Indigenous status.

The measure is defined as:

- *Numerator* — people aged 18–24 years who are fully engaged in employment and/or education and training ('fully engaged' is defined as: participation in full time employment; participation in full time education or training at or above AQF Certificate III; or, part time participation in both employment and education/training at or above AQF Certificate III), by Indigenous status
- *Denominator* — total population of all people aged 18–24 years, by Indigenous status.

'Fully engaged' is defined as: participation in full time employment; participation in full time education or training at or above AQF Certificate III; or, participation in both employment and education/training at or above AQF Certificate III.

**Data sources:** *Numerator and denominator* — Census — proposed as the main data collection. Data are collected every 5 years.  
*Numerator and denominator* — NATSISS and the NATSIHS — proposed as the supplementary data collection to provide additional Indigenous data in between Census years (pending availability of data for non-Indigenous comparator). Data are collected on alternating 3-yearly cycles.

**Data provider:** ABS (for all three data sources)

**Data availability:** Census — 2006

**Cross tabulations provided:** State and Territory, by  
Engagement in work/education status, by  
Indigenous status

### Attachment table:

<b>Table NEA.43</b>	Proportion of 18–24 year old population engaged in full time employment, education or training, by Indigenous status, 2006
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*Comment on data quality:*

The DQS for this indicator has been prepared by the ABS and is at attachment 1. Key points from the DQSs are summarised below:

- The Census only collects information on qualification levels for those who have completed studies. Therefore, Census data provide an over-estimate as they include people fully engaged in all education and/or training (i.e., not just at or above AQF Certificate III).
- Data are of acceptable accuracy.
- The Census is conducted every 5 years, with the most recent data available for 2006.
- The Indigenous undercount in the Census may introduce bias into the results for Indigenous disaggregations which may affect comparability across states and territories.
- 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 Census does not allow for assessment of whether the population is fully engaged in education and/or training by qualification levels. Further development work on the current data source, or identification of an alternative data source, is required.
- Census data are only available every 5 years. An assessment of the relative speed of change in results for this indicator is required to determine whether more regular data collection is required.

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

## Attachment contents

<b>NEA Indicator 1</b>	<b>The proportion of children (1) enrolled in and (2) attending school</b>
<b>Table NEA.1</b>	Proportion of children aged 6–15 years enrolled in school, 2008
<b>Table NEA.2</b>	Proportion of children aged 6–16 years, enrolled in school years 1–10, 2008
<b>Table NEA.3</b>	Student attendance rates, government schools, by sex, 2007 (per cent)
<b>Table NEA.4</b>	Student attendance rates, independent schools, by sex, 2007 (per cent)
<b>Table NEA.5</b>	Student attendance rates, Catholic schools, by sex, 2007 (per cent)
<b>NEA Indicator 2</b>	<b>The proportion of Indigenous and low SES children (1) enrolled in and (2) attending school</b>
<b>Table NEA.6</b>	Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2006
<b>Table NEA.7</b>	Proportion of children aged 6–16 years, enrolled in school grades 1–10, by Indigenous status, 2006
<b>Table NEA.8</b>	Student attendance rates, government schools, by Indigenous status, 2007 (per cent)
<b>Table NEA.9</b>	Student attendance rates, independent schools, by Indigenous status, 2007 (per cent)
<b>Table NEA.10</b>	Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent)
<b>NEA Indicator 3</b>	<b>The proportion of Indigenous students completing year 10</b>
<b>Table NEA.11</b>	Proportion of 15–19 year old population having completed year 10 or above, by Indigenous status, 2006
<b>Table NEA.12</b>	Apparent retention rates for students in years 7/8 to year 10, by Indigenous status, 2008 (per cent)
<b>NEA Indicators 4 and 5</b>	<b>Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing; and, Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing</b>
<b>Table NEA.13</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
<b>Table NEA.14</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
<b>Table NEA.15</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
<b>Table NEA.16</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
<b>Table NEA.17</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
<b>Table NEA.18</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
<b>Table NEA.19</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
<b>Table NEA.20</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 (per cent)

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<b>Table NEA.21</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
<b>Table NEA.22</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
<b>Table NEA.23</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
<b>Table NEA.24</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
<b>Table NEA.25</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)
<b>Table NEA.26</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)
<b>Table NEA.27</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)
<b>Table NEA.28</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent)
<b>NEA Indicator 6</b>	<b>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>
<b>Table NEA.29</b>	Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, 2006 (per cent)
<b>Table NEA.30</b>	Proportion of 15 year old secondary students achieving each level of the overall reading literacy scale, by Indigenous status and SES, 2006 (per cent)
<b>Table NEA.31</b>	Proportion of 15 year old students achieving level 3 or above in the overall mathematics literacy scale, 2006 (per cent)
<b>Table NEA.32</b>	Proportion of 15 year old secondary students achieving each level of the overall mathematics literacy scale, by Indigenous status and SES, 2006 (per cent)
<b>Table NEA.33</b>	Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, 2006 (per cent)
<b>Table NEA.34</b>	Proportion of 15 year old secondary students achieving each level of the overall science literacy scale, by Indigenous status and SES, 2006 (per cent)
<b>NEA Indicators 7 and 8</b>	<b>The proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II; and, The proportion of the 19 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II</b>
<b>Table NEA.35</b>	Proportion of 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2008
<b>Table NEA.36</b>	Proportion of 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2008

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<b>Table NEA.37</b>	Proportion of 19 year old population having attained at least a year 12 or equivalent of AQF Certificate II, by Indigenous status, 2006
<b>Table NEA.38</b>	Proportion of 20–24 year old population having attained at least a year 12 or equivalent of AQF Certificate II, by Indigenous status, 2006
<b>Table NEA.39</b>	Proportion of 19 year old population having attained at least a year 12 or equivalent of AQF Certificate II, by SES based on SEIFA IRSD, 2006
<b>Table NEA.40</b>	Proportion of 20–24 year old population having attained at least a year 12 or equivalent of AQF Certificate II, by SES based on SEIFA IRSD, 2006
<b>NEA Indicator 9</b>	<b>The proportion of young people participating in post-school education or training six months after school</b>
<b>Table NEA.41</b>	Proportion of young people (15–19 years) participating in post school education or training, 2008
<b>NEA Indicator 10</b>	<b>The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III</b>
<b>Table NEA.42</b>	Proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2008
<b>Table NEA.43</b>	Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2006
<b>Table NEA.44</b>	Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by SES based on ABS SEIFA IRSD, 2006



**NEA Indicator 1:**

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

Table NEA.1 **Proportion of children aged 6–15 years enrolled in school, 2008**

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

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

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

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

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

Table NEA.2 **Proportion of children aged 6–16 years, enrolled in school years 1–10, 2008**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children enrolled in school in years 1 to 10 (a), (b)	no.	876 975	656 156	557 910	274 356	194 906	66 036	45 810	31 267	2 703 416
Total 6–16 year old population (c), (d)	no.	990 642	733 776	642 423	317 048	219 089	72 851	46 354	37 246	3 059 429
<b>Proportion of 6–16 year old population enrolled in school</b>	<b>%</b>	<b>88.5</b>	<b>89.4</b>	<b>86.8</b>	<b>86.5</b>	<b>89.0</b>	<b>90.6</b>	<b>98.8</b>	<b>83.9</b>	<b>88.4</b>

(a) Includes children enrolled full time or part time in in years 1–10 in 2008 and includes ungraded primary but does not include ungraded secondary. Enrolments data for 'Other Territories' are included in State breakdowns.

(b) Enrolments data are based on children in years 1–10, some of whom may be outside the age range of 6–16 years.

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

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

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

Table NEA.3 **Student attendance rates, government schools, by sex, 2007 (per cent) (a)**

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

Table NEA.3 **Student attendance rates, government schools, by sex, 2007 (per cent) (a)**

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

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

.. Not applicable.

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

Table NEA.4 **Student attendance rates, independent schools, by sex, 2007 (per cent) (a)**

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

Table NEA.4      **Student attendance rates, independent schools, by sex, 2007 (per cent) (a)**

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

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

.. Not applicable.

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

Table NEA.5 **Student attendance rates, Catholic schools, by sex, 2007 (per cent) (a)**

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



Table NEA.5 **Student attendance rates, Catholic schools, by sex, 2007 (per cent) (a)**

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

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

.. Not applicable.

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

## **NEA Indicator 2:**

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

Table NEA.6 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2006

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Indigenous children</b>										
Number of children aged 6–15 years enrolled in school (a)	no.	35 365	6 934	34 721	18 817	6 688	4 404	951	12 496	120 376
Total 6–15 year old population (b), (c)	no.	39 174	8 370	37 099	17 371	6 940	4 654	1 060	14 329	129 043
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>90.3</b>	<b>82.8</b>	<b>93.6</b>	<b>108.3</b>	<b>96.4</b>	<b>94.6</b>	<b>89.7</b>	<b>87.2</b>	<b>93.3</b>
<b>Non-Indigenous children (d)</b>										
Number of children aged 6–15 years enrolled in school (a)	no.	850 139	649 948	522 821	261 061	190 480	62 512	45 094	18 435	2 600 490
Total 6–15 year old population (b), (c)	no.	863 109	655 029	532 602	264 800	192 806	62 545	41 442	19 181	2 631 869
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>98.5</b>	<b>99.2</b>	<b>98.2</b>	<b>98.6</b>	<b>98.8</b>	<b>99.9</b>	<b>108.8</b>	<b>96.1</b>	<b>98.8</b>
<b>All children (d)</b>										
Number of children aged 6–15 years enrolled in school (a)	no.	885 504	656 882	557 542	279 878	197 168	66 916	46 045	30 931	2 720 866
Total 6–15 year old population (b), (c)	no.	902 283	663 399	569 701	282 171	199 746	67 199	42 502	33 510	2 760 912
<b>Proportion of 6–15 year old population enrolled in school</b>	<b>%</b>	<b>98.1</b>	<b>99.0</b>	<b>97.9</b>	<b>99.2</b>	<b>98.7</b>	<b>99.6</b>	<b>108.3</b>	<b>92.3</b>	<b>98.5</b>

(a) Includes children enrolled full time or part time in 2006. Data for 'Other Territories' are included in State breakdowns for enrolments.

(b) Data for the 'Indigenous' and 'non-Indigenous' populations are sourced using final rebased experimental estimated resident Indigenous population, 30 June 2006, based on the 2006 Census. Refer to explanatory notes in the publication *Experimental Estimates of Aboriginal and Torres Strait Islander Australians*, June 2006 (cat. no. 3238.0.55.001). The 'all children' population is sourced from the ABS Estimated Resident Population data for 30 June 2006 (based on the 2006 Census).

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

(d) 'Non-Indigenous' and 'All children' includes those for whom Indigenous status is unknown.

Source: ABS (unpublished) *Schools Australia*, 2008; ABS (unpublished) *Demographic Statistics, June quarter 2008*; ABS (2008) *Experimental Estimates of Aboriginal and Torres Strait Islander Australians*, June 2006 (cat. no. 3238.0.55.001).

Table NEA.7 Proportion of children aged 6–16 years, enrolled in school grades 1–10, by Indigenous status, 2006

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Indigenous children</b>										
Number of children enrolled in school in years 1–10 (a), (b)	no.	34 421	6 778	35 525	18 245	6 572	4 414	938	12 053	118 946
Total 6–16 year old population (c), (d)	no.	42 675	9 142	40 393	18 926	7 582	5 150	1 144	15 793	140 853
<b>Proportion of 6–16 year old population enrolled in school</b>	<b>%</b>	<b>80.7</b>	<b>74.1</b>	<b>87.9</b>	<b>96.4</b>	<b>86.7</b>	<b>85.7</b>	<b>82.0</b>	<b>76.3</b>	<b>84.4</b>
<b>Non-Indigenous children (e)</b>										
Number of children enrolled in school in years 1–10 (a), (b)	no.	845 192	646 556	528 561	250 847	187 827	62 341	45 370	18 253	2 584 947
Total 6–16 year old population (c), (d)	no.	952 479	723 614	587 262	292 946	213 112	68 999	45 964	21 039	2 905 789
<b>Proportion of 6–16 year old population enrolled in school</b>	<b>%</b>	<b>88.7</b>	<b>89.4</b>	<b>90.0</b>	<b>85.6</b>	<b>88.1</b>	<b>90.4</b>	<b>98.7</b>	<b>86.8</b>	<b>89.0</b>
<b>All children (e)</b>										
Number of children enrolled in school in years 1–10 (a), (b)	no.	879 613	653 334	564 086	269 092	194 399	66 755	46 308	30 306	2 703 893
Total 6–16 year old population (c), (d)	no.	995 154	732 756	627 655	311 872	220 694	74 149	47 108	36 832	3 046 642
<b>Proportion of 6–16 year old population enrolled in school</b>	<b>%</b>	<b>88.4</b>	<b>89.2</b>	<b>89.9</b>	<b>86.3</b>	<b>88.1</b>	<b>90.0</b>	<b>98.3</b>	<b>82.3</b>	<b>88.7</b>

(a) Includes children enrolled full time or part time in in yrs 1–10 in 2008 and includes ungraded primary but does not include ungraded secondary. Data for 'Other Territories' are included in State breakdowns for enrolments.

(b) The numerator is based on children in years 1–10, some of whom may be outside the age range of 6–16 years.

(c) Data for the 'Indigenous' and 'non-Indigenous' populations are sourced using final rebased experimental estimated resident Indigenous population, 30 June 2006, based on the 2006 Census. Refer to explanatory notes in the publication Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006 (cat. no. 3238.0.55.001). The 'all children' population is sourced from the ABS Estimated Resident Population data for 30 June 2006 (based on the 2006 Census).

(d) Australia total is the sum of all States and Territories data. Population data do not include Other Territories.

(e) 'Non-Indigenous' and 'All children' includes those for whom Indigenous status is unknown.

**Table NEA.7 Proportion of children aged 6–16 years, enrolled in school grades 1–10, by Indigenous status, 2006**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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*Source: ABS (unpublished) Schools Australia, 2008; ABS (unpublished) Demographic Statistics, June quarter 2008; ABS (2008) Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006 (cat. no. 3238.0.55.001).*

Table NEA.8 **Student attendance rates, government schools, by Indigenous status, 2007 (per cent) (a)**

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

Table NEA.8 **Student attendance rates, government schools, by Indigenous status, 2007 (per cent) (a)**

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

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

.. Not applicable.

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

Table NEA.9 **Student attendance rates, independent schools, by Indigenous status, 2007 (per cent) (a)**

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



Table NEA.9 **Student attendance rates, independent schools, by Indigenous status, 2007 (per cent) (a)**

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

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

.. Not applicable.

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

Table NEA.10 **Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent) (a)**

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

Table NEA.10 **Student attendance rates, Catholic schools, by Indigenous status, 2007 (per cent) (a)**

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

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

.. Not applicable.

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

**NEA Indicator 3:**

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

Table NEA.11 Proportion of 15–19 year old population having completed year 10 or above, by Indigenous status, 2006

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

(a) Australia includes 'Other Territories'

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

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

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

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

Table NEA.12 Apparent retention rates for students in years 7/8 to year 10, by Indigenous status, 2008 (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Indigenous students</b>									
Government schools	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
Non-Government schools	112.4	123.5	105.1	87.5	95.1	108.2	116.7	76.8	99.2
<b>All schools</b>	<b>84.7</b>	<b>82.2</b>	<b>95.8</b>	<b>93.3</b>	<b>95.6</b>	<b>103.7</b>	<b>81.4</b>	<b>71.9</b>	<b>89.2</b>
<b>Non-Indigenous students (b)</b>									
Government schools	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
Non-Government schools	98.2	100.9	101.9	102.8	103.1	101.3	98.7	84.3	100.5
<b>All schools</b>	<b>97.8</b>	<b>99.0</b>	<b>101.9</b>	<b>102.8</b>	<b>101.8</b>	<b>100.1</b>	<b>99.2</b>	<b>96.3</b>	<b>99.8</b>
<b>All students</b>									
Government schools	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
Non-Government schools	98.4	101.0	102.0	102.4	103.0	101.5	98.9	81.7	100.4
<b>All schools</b>	<b>97.3</b>	<b>98.8</b>	<b>101.5</b>	<b>102.2</b>	<b>101.6</b>	<b>100.4</b>	<b>98.9</b>	<b>86.3</b>	<b>99.3</b>

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

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

Source: ABS (unpublished) *Schools Australia*, 2008.

## **NEA Indicators 4 and 5:**

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

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

**Table NEA.13 Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	83.5 ± 1.8	88.1 ± 2.8	66.2 ± 3.3	57.3 ± 3.7	71.5 ± 4.4	88.4 ± 4.1	84.9 ± 8.1	30.4 ± 6.0	68.3 ± 2.0
Non-Indigenous students	95.7 ± 0.2	95.6 ± 0.3	88.7 ± 0.6	92.1 ± 0.6	92.5 ± 0.9	93.0 ± 1.0	94.8 ± 1.4	88.2 ± 2.8	93.5 ± 0.2
All students	95.1 ± 0.3	95.2 ± 0.2	87.1 ± 0.7	89.4 ± 0.8	91.5 ± 1.0	92.8 ± 1.0	94.4 ± 1.5	62.7 ± 6.5	92.1 ± 0.3

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.



**Table NEA.14 Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	90.9 ± 1.3	92.1 ± 2.3	77.2 ± 3.0	72.0 ± 3.5	82.5 ± 4.9	94.2 ± 2.5	89.5 ± 6.6	46.6 ± 7.4	78.8 ± 1.8
Non-Indigenous students	97.9 ± 0.2	96.6 ± 0.3	93.6 ± 0.5	97.0 ± 0.4	95.7 ± 0.7	97.5 ± 0.6	96.6 ± 1.1	95.2 ± 1.4	96.4 ± 0.2
All students	97.5 ± 0.2	96.2 ± 0.2	92.4 ± 0.6	95.0 ± 0.6	95.0 ± 0.8	97.1 ± 0.5	96.3 ± 1.2	73.7 ± 6.1	95.4 ± 0.2

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.15 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	88.6 ± 1.4	93.0 ± 2.2	75.5 ± 3.2	75.5 ± 3.4	79.2 ± 4.5	94.5 ± 2.8	88.4 ± 9.3	52.4 ± 6.9	78.6 ± 1.7
Non-Indigenous students	97.3 ± 0.2	96.8 ± 0.3	93.3 ± 0.5	96.1 ± 0.6	94.6 ± 0.8	96.8 ± 0.6	96.7 ± 1.1	96.5 ± 1.3	96.0 ± 0.2
All students	96.9 ± 0.2	96.5 ± 0.2	92.0 ± 0.6	94.5 ± 0.6	93.8 ± 0.9	96.7 ± 0.6	96.4 ± 1.2	77.0 ± 5.6	95.0 ± 0.2

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.16 Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	77.6 ± 2.0	83.0 ± 3.3	62.9 ± 3.2	51.8 ± 3.4	60.6 ± 5.9	84.5 ± 4.5	81.1 ± 8.0	25.8 ± 5.7	63.4 ± 1.8
Non-Indigenous students	94.4 ± 0.3	94.0 ± 0.4	88.8 ± 0.6	92.2 ± 0.6	91.3 ± 1.0	90.7 ± 1.0	95.2 ± 1.1	88.9 ± 2.5	92.6 ± 0.2
All students	93.5 ± 0.4	93.7 ± 0.3	86.9 ± 0.7	89.1 ± 0.9	89.9 ± 1.1	89.7 ± 1.4	94.8 ± 1.2	62.5 ± 6.6	91.0 ± 0.3

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.17 Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	81.7 ± 1.9	82.7 ± 2.9	72.0 ± 2.8	59.2 ± 3.3	69.0 ± 5.2	83.8 ± 3.5	82.1 ± 8.7	32.8 ± 6.1	69.7 ± 1.7
Non-Indigenous students	95.9 ± 0.3	94.3 ± 0.4	90.8 ± 0.5	93.7 ± 0.5	92.8 ± 0.8	93.8 ± 1.0	95.3 ± 1.2	90.2 ± 2.2	93.9 ± 0.2
All students	95.1 ± 0.3	93.9 ± 0.3	89.5 ± 0.6	91.0 ± 0.7	91.7 ± 0.9	92.6 ± 1.1	94.9 ± 1.3	66.3 ± 6.2	92.6 ± 0.2

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.18 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	78.9 ± 1.9	83.3 ± 3.5	69.5 ± 3.1	61.6 ± 3.4	68.5 ± 5.3	87.8 ± 3.9	82.3 ± 8.5	38.3 ± 6.3	69.2 ± 1.7
Non-Indigenous students	95.2 ± 0.3	95.0 ± 0.3	92.0 ± 0.5	93.7 ± 0.6	91.7 ± 0.9	92.9 ± 1.1	95.3 ± 1.1	91.6 ± 2.2	94.0 ± 0.2
All students	94.4 ± 0.3	94.6 ± 0.3	90.4 ± 0.6	91.1 ± 0.8	90.5 ± 1.0	92.1 ± 1.2	94.9 ± 1.2	69.1 ± 5.9	92.7 ± 0.2

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.19 Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	82.4 ± 1.8	85.5 ± 3.2	74.8 ± 3.2	63.4 ± 3.7	69.6 ± 5.9	89.0 ± 3.5	94.3 ± 4.8	32.4 ± 8.6	71.9 ± 2.0
Non-Indigenous students	96.1 ± 0.4	96.1 ± 0.4	94.3 ± 0.4	95.0 ± 0.5	94.4 ± 0.7	94.4 ± 1.4	96.4 ± 1.4	93.5 ± 2.8	95.4 ± 0.2
All students	95.4 ± 0.4	95.8 ± 0.3	92.9 ± 0.5	92.7 ± 0.8	93.4 ± 0.8	93.9 ± 1.5	96.3 ± 1.4	67.1 ± 9.4	94.2 ± 0.3

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.20 Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	76.9 ± 2.0	77.6 ± 3.6	72.3 ± 3.0	59.9 ± 3.8	67.5 ± 5.6	81.9 ± 4.6	84.1 ± 9.5	29.9 ± 8.7	67.9 ± 2.0
Non-Indigenous students	94.3 ± 0.4	93.8 ± 0.5	91.2 ± 0.5	92.6 ± 0.7	93.4 ± 0.7	91.2 ± 1.7	93.6 ± 2.1	89.2 ± 3.3	93.2 ± 0.2
All students	93.5 ± 0.5	93.4 ± 0.5	89.9 ± 0.6	90.1 ± 0.9	92.4 ± 0.8	90.0 ± 2.0	93.4 ± 2.1	63.6 ± 9.3	91.8 ± 0.3

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.21 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	84.5 ± 2.1	87.9 ± 3.1	81.8 ± 2.7	74.2 ± 3.9	75.9 ± 5.2	92.4 ± 2.7	90.3 ± 7.6	50.2 ± 7.4	78.6 ± 1.7
Non-Indigenous students	96.6 ± 0.3	96.8 ± 0.4	95.9 ± 0.3	96.5 ± 0.4	95.4 ± 0.7	95.5 ± 1.2	97.3 ± 1.1	95.6 ± 2.0	96.4 ± 0.2
All students	96.0 ± 0.4	96.5 ± 0.3	94.9 ± 0.4	94.7 ± 0.6	94.5 ± 0.8	95.2 ± 1.3	97.1 ± 1.2	75.9 ± 7.2	95.4 ± 0.2

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.



**Table NEA.22 Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	82.3 ± 2.2	79.9 ± 4.1	70.0 ± 4.0	62.8 ± 3.9	62.5 ± 6.5	90.7 ± 3.7	84.2 ± 9.0	37.9 ± 9.6	70.7 ± 2.1
Non-Indigenous students	95.1 ± 0.4	95.0 ± 0.5	92.0 ± 0.8	94.0 ± 0.9	93.5 ± 1.1	93.5 ± 1.4	96.9 ± 1.1	92.2 ± 2.3	94.2 ± 0.3
All students	94.4 ± 0.5	94.7 ± 0.4	90.5 ± 0.9	91.8 ± 1.1	91.7 ± 1.8	93.0 ± 1.7	96.6 ± 1.3	69.9 ± 8.3	92.9 ± 0.4

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.23 Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	67.7 ± 2.4	68.9 ± 5.3	61.8 ± 4.1	49.9 ± 3.6	57.4 ± 6.5	68.9 ± 5.9	73.4 ± 11.2	32.8 ± 8.1	59.7 ± 2.0
Non-Indigenous students	90.0 ± 0.6	90.6 ± 0.7	85.3 ± 1.1	88.2 ± 1.3	88.9 ± 1.5	85.7 ± 2.4	89.3 ± 3.0	84.6 ± 2.8	88.8 ± 0.4
All students	88.9 ± 0.7	90.1 ± 0.7	83.7 ± 1.2	85.5 ± 1.6	87.2 ± 2.0	84.1 ± 2.8	88.9 ± 3.2	63.3 ± 7.9	87.2 ± 0.5

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.24 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students	80.3 ± 2.1	78.4 ± 4.5	73.2 ± 3.6	66.2 ± 3.7	68.7 ± 6.0	88.5 ± 3.7	83.8 ± 11.1	46.1 ± 9.3	72.5 ± 2.0
Non-Indigenous students	95.4 ± 0.4	95.5 ± 0.5	93.8 ± 0.7	94.3 ± 0.9	93.7 ± 1.1	93.1 ± 1.5	96.9 ± 1.1	93.6 ± 2.6	94.8 ± 0.3
All students	94.7 ± 0.4	95.2 ± 0.4	92.4 ± 0.8	92.3 ± 1.1	92.0 ± 1.8	92.3 ± 1.8	96.6 ± 1.2	74.1 ± 7.5	93.6 ± 0.3

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

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

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

*Source:* MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.25 Proportion of year 3 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)**

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

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

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

(c) Due to the low response rate in some school sectors in some states and territories, data are only available at the national level.

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

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

(f) Parental education may not have been stated on enrolment forms. The proportion of year 3 students with parental education not stated was 45 per cent.

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

(h) Parental occupation may not have been stated on enrolment forms. The proportion of year 3 students with parental education not stated was 47 per cent.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.26 Proportion of year 5 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)**

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

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

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

(c) Due to the low response rate in some school sectors in some States and Territories, data are only available at the national level.

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

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

(f) Parental education may not have been stated on enrolment forms. The proportion of year 5 students with parental education not stated was 47 per cent.

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

(h) Parental occupation may not have been stated on enrolment forms. The proportion of year 5 students with parental education not stated was 49 per cent.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.27 Proportion of year 7 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)**

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

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

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

(c) Due to the low response rate in some school sectors in some states and territories, data are only available at the national level.

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

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

(f) Parental education may not have been stated on enrolment forms. The proportion of year 7 students with parental education not stated was 40 per cent.

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

(h) Parental occupation may not have been stated on enrolment forms. The proportion of year 7 students with parental education not stated was 42 per cent.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NEA.28 Proportion of year 9 students who achieved at or above the national minimum standard for reading, writing and numeracy, by parental education and parental occupation, 2008 (per cent) (a), (b), (c)**

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

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

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

(c) Due to the low response rate in some school sectors in some states and territories, data are only available at the national level.

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

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

(f) Parental education may not have been stated on enrolment forms. The proportion of year 9 students with parental education not stated was 44 per cent.

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

(h) Parental occupation may not have been stated on enrolment forms. The proportion of year 9 students with parental education not stated was 46 per cent.

*Source: MCEETYA (2008) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

## **NEA Indicator 6:**

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



**Table NEA.29 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, 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 average</i>
<b>Estimate (b)</b>										
<i>At or above level 3</i>	66.8 ± 3.6	63.0 ± 4.0	64.4 ± 3.0	70.7 ± 5.6	66.1 ± 4.2	58.8 ± 4.6	74.6 ± 4.2	48.4 ± 4.2	66.5 ± 1.8	55.2 ± 0.6
Level 5	12.5 ± 2.6	8.1 ± 2.6	9.9 ± 2.0	12.4 ± 3.0	9.7 ± 2.6	8.0 ± 2.0	15.8 ± 3.6	6.8 ± 2.8	10.6 ± 1.2	8.6 ± 0.2
Level 4	25.9 ± 2.6	23.0 ± 2.4	24.5 ± 2.8	27.6 ± 4.6	24.5 ± 3.4	22.3 ± 4.2	30.2 ± 3.6	15.9 ± 3.4	24.9 ± 1.4	20.7 ± 0.4
Level 3	28.4 ± 2.2	31.9 ± 3.4	30.0 ± 2.2	30.6 ± 4.0	31.8 ± 3.0	28.6 ± 4.0	28.6 ± 4.2	25.7 ± 4.0	30.1 ± 1.2	27.8 ± 0.4
Level 2	20.5 ± 2.2	22.4 ± 3.6	21.3 ± 2.2	19.1 ± 3.2	21.6 ± 3.2	22.3 ± 2.8	15.8 ± 2.4	22.9 ± 4.2	21.0 ± 1.4	22.7 ± 0.4
Level 1	9.1 ± 1.8	10.5 ± 2.0	10.1 ± 1.8	7.5 ± 2.6	9.8 ± 2.2	12.8 ± 2.6	6.9 ± 2.2	14.9 ± 3.2	9.6 ± 1.0	12.7 ± 0.2
Below Level 1	3.6 ± 1.2	4.1 ± 1.0	4.2 ± 1.4	2.8 ± 1.8	2.5 ± 1.4	6.1 ± 2.2	2.8 ± 1.8	13.9 ± 4.2	3.8 ± 0.6	7.4 ± 0.2
<b>Relative standard error</b>										
<i>At or above level 3</i>	2.7	3.2	2.3	4.0	3.2	3.9	2.8	4.3	1.4	0.5
Level 5	10.2	16.4	10.5	12.0	13.8	12.9	11.1	21.0	5.8	1.2
Level 4	5.0	5.2	5.8	8.5	6.8	9.4	5.9	10.9	2.6	1.0
Level 3	3.9	5.3	3.8	6.4	4.6	6.9	7.3	7.7	2.1	0.7
Level 2	5.4	8.0	5.2	8.4	7.4	6.2	7.8	9.2	3.2	0.9
Level 1	9.5	9.7	8.8	17.8	11.4	10.5	15.9	11.0	4.8	0.8
Below level 1	16.0	13.2	16.2	33.3	26.4	17.4	31.1	15.0	7.5	1.4

(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. For further information on PISA 2006, see Thomson and De Bortoli (2007).

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

Source: ACER (unpublished).

**Table NEA.30 Proportion of 15 year old secondary students achieving each level of the overall reading literacy scale, by Indigenous status and SES, 2006 (per cent) (a)**

	<i>At or above level 3</i>	<i>Level 5</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>	<i>Below level 1</i>
<b>Estimate (b)</b>							
Indigenous status							
Indigenous	33.5 ± 5.0	3.3 ± 1.8	8.9 ± 2.8	21.3 ± 4.2	28.1 ± 6.6	22.5 ± 4.8	15.9 ± 4.8
Non-Indigenous (c)	66.5 ± 1.8	10.8 ± 1.2	25.4 ± 1.4	30.3 ± 1.4	20.8 ± 1.4	9.2 ± 0.8	3.4 ± 0.6
Socio-economic status (ESCS) (d)							
Highest quartile	81.9 ± 2.2	20.5 ± 2.4	33.8 ± 2.6	27.6 ± 2.2	13.0 ± 2.2	4.1 ± 0.8	1.0 ± 0.4
Third quartile	72.4 ± 2.4	11.3 ± 2.0	27.8 ± 2.0	33.3 ± 2.4	18.6 ± 2.0	6.8 ± 1.2	2.2 ± 0.8
Second quartile	62.9 ± 2.4	7.7 ± 1.8	23.5 ± 2.2	31.7 ± 2.2	22.5 ± 2.4	10.7 ± 1.8	3.9 ± 1.0
Lowest quartile	47.8 ± 2.2	3.9 ± 1.0	15.8 ± 1.6	28.1 ± 1.8	29.3 ± 2.4	15.7 ± 2.2	7.2 ± 1.4
Socio-economic status (HISEI) (d)							
Highest quartile	81.0 ± 2.4	19.6 ± 2.4	32.8 ± 2.6	28.6 ± 2.4	13.3 ± 2.4	4.6 ± 1.0	1.2 ± 0.4
Third quartile	71.2 ± 2.6	11.3 ± 2.0	28.1 ± 2.6	31.7 ± 2.2	18.9 ± 2.0	7.7 ± 1.4	2.2 ± 0.6
Second quartile	65.0 ± 2.6	8.4 ± 2.0	24.4 ± 2.6	32.2 ± 2.0	22.5 ± 2.2	9.3 ± 1.4	3.2 ± 1.0
Lowest quartile	50.7 ± 2.6	4.6 ± 1.0	16.9 ± 1.8	29.2 ± 2.0	28.2 ± 2.8	14.8 ± 1.6	6.4 ± 1.2
All students	65.6 ± 1.8	10.6 ± 1.2	24.9 ± 1.4	30.1 ± 1.2	21.0 ± 1.4	9.6 ± 1.0	3.8 ± 0.6
<b>Relative standard error</b>							
Indigenous status							
Indigenous	7.5	28.0	15.3	9.9	11.6	10.5	15.1
Non-Indigenous (c)	1.4	5.9	2.6	2.2	3.3	4.8	7.9
Socio-economic status (ESCS) (d)							
Highest quartile	1.4	5.9	3.9	3.9	8.3	10.4	25.5
Third quartile	1.6	8.5	3.6	3.5	5.4	8.3	16.2
Second quartile	1.9	11.2	4.9	3.4	5.1	8.7	11.9
Lowest quartile	2.3	11.8	5.0	3.4	4.3	7.3	9.5
Socio-economic status (HISEI) (d)							
Highest quartile	1.5	5.9	3.8	4.2	8.9	11.0	21.1

**Table NEA.30 Proportion of 15 year old secondary students achieving each level of the overall reading literacy scale, by Indigenous status and SES, 2006 (per cent) (a)**

	<i>At or above level 3</i>	<i>Level 5</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>	<i>Below level 1</i>
Third quartile	1.8	9.1	4.7	3.6	5.1	8.7	15.2
Second quartile	2.0	11.7	5.3	3.2	4.8	7.8	14.2
Lowest quartile	2.6	10.8	5.6	3.4	5.1	5.5	9.1
All students	1.4	5.8	2.6	2.1	3.2	4.8	7.5

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

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

(c) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.

(d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Source: ACER (unpublished).

**Table NEA.31 Proportion of 15 year old students achieving level 3 or above in the overall mathematics literacy scale, 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 average</i>
<b>Estimate (b)</b>										
<i>At or above level 3</i>	67.0 ± 3.6	64.2 ± 4.0	66.6 ± 3.8	71.5 ± 6.0	67.1 ± 4.6	58.3 ± 4.6	74.3 ± 5.0	51.5 ± 4.4	66.5 ± 1.8	56.8 ± 0.6
Level 6	5.0 ± 2.6	3.5 ± 1.2	4.3 ± 1.6	5.2 ± 2.0	3.6 ± 1.6	2.4 ± 1.4	6.0 ± 2.6	2.0 ± 2.0	4.3 ± 1.0	3.3 ± 0.2
Level 5	12.7 ± 2.0	10.6 ± 1.8	11.4 ± 2.2	15.8 ± 3.6	11.3 ± 2.4	9.3 ± 2.4	17.4 ± 3.2	8.8 ± 2.6	12.1 ± 1.0	10.0 ± 0.2
Level 4	22.6 ± 2.0	22.4 ± 2.8	24.0 ± 2.6	24.7 ± 3.0	24.4 ± 2.8	20.1 ± 3.0	26.5 ± 3.6	17.0 ± 3.6	23.2 ± 1.0	19.1 ± 0.4
Level 3	26.7 ± 2.2	27.6 ± 2.2	27.0 ± 2.6	25.9 ± 3.2	27.9 ± 3.6	26.4 ± 3.4	24.5 ± 4.4	23.0 ± 5.4	26.9 ± 1.2	24.3 ± 0.4
Level 2	20.5 ± 2.4	21.6 ± 2.6	20.5 ± 2.8	17.3 ± 3.4	21.3 ± 3.9	23.9 ± 3.2	16.0 ± 3.2	23.1 ± 3.8	20.5 ± 1.2	21.9 ± 0.4
Level 1	9.6 ± 1.8	10.4 ± 1.8	9.6 ± 1.6	8.0 ± 2.8	9.0 ± 2.8	13.7 ± 3.4	6.9 ± 2.8	14.4 ± 3.2	9.7 ± 0.8	13.6 ± 0.4
Below Level 1	2.9 ± 1.0	3.8 ± 1.0	3.3 ± 1.2	3.1 ± 2.2	2.6 ± 1.4	4.1 ± 1.2	2.8 ± 2.0	10.9 ± 4.0	3.3 ± 0.6	7.7 ± 0.2
<b>Relative standard error</b>										
<i>At or above level 3</i>	2.7	3.0	2.8	4.2	3.4	4.0	3.4	4.3	1.4	0.5
Level 6	25.2	18.6	19.1	18.7	22.1	30.6	21.0	49.7	10.9	3.0
Level 5	8.1	8.3	9.3	11.5	10.5	13.3	9.4	14.7	4.0	1.0
Level 4	4.5	6.1	5.2	6.2	5.5	7.4	6.8	10.7	2.3	1.0
Level 3	4.0	4.0	4.7	6.1	6.3	6.4	9.1	11.4	2.1	0.8
Level 2	5.8	6.2	6.8	9.6	8.8	6.9	9.7	8.1	3.0	0.9
Level 1	8.9	8.9	8.8	17.0	15.4	12.1	20.3	10.8	4.2	1.5
Below Level 1	16.4	14.2	19.3	34.8	26.6	15.7	36.7	18.4	8.4	1.3

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

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

Source: ACER (unpublished).

**Table NEA.32 Proportion of 15 year old secondary students achieving each level of the overall mathematics literacy scale, by Indigenous status and SES, 2006 (per cent) (a)**

	<i>At or above level 3</i>	<i>Level 6</i>	<i>Level 5</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>	<i>Below level 1</i>
<b>Estimate (b)</b>								
Indigenous status								
Indigenous	32.4 ± 5.2	0.5 ± 0.6	2.4 ± 1.6	9.7 ± 3.0	19.8 ± 3.8	28.5 ± 5.2	21.9 ± 5.2	17.1 ± 6.6
Non-Indigenous (c)	67.5 ± 1.8	4.4 ± 1.0	12.4 ± 1.0	23.6 ± 1.0	27.1 ± 1.2	20.3 ± 1.2	9.3 ± 0.8	2.9 ± 0.4
Socio-economic status (ESCS) (d)								
Highest quartile	83.0 ± 2.2	9.2 ± 2.0	20.5 ± 2.0	29.1 ± 2.8	24.2 ± 1.8	12.7 ± 1.8	3.5 ± 1.0	0.8 ± 0.4
Third quartile	72.6 ± 2.2	4.6 ± 1.4	13.2 ± 1.4	25.8 ± 2.2	29.0 ± 2.0	18.5 ± 1.6	7.1 ± 1.4	1.8 ± 0.8
Second quartile	62.8 ± 2.8	2.6 ± 0.8	10.3 ± 1.8	22.3 ± 2.0	27.5 ± 2.6	22.9 ± 2.4	11.0 ± 1.6	3.2 ± 0.8
Lowest quartile	50.2 ± 2.4	1.2 ± 0.6	5.4 ± 1.0	16.5 ± 1.6	27.1 ± 2.0	27.2 ± 2.4	16.2 ± 1.8	6.3 ± 1.2
Socio-economic status (HISEI) (d)								
Highest quartile	81.8 ± 2.4	9.4 ± 2.2	19.3 ± 1.8	28.5 ± 2.6	24.6 ± 2.0	13.0 ± 1.8	4.0 ± 1.2	1.1 ± 0.6
Third quartile	71.5 ± 2.2	4.1 ± 1.0	13.6 ± 1.4	26.6 ± 2.0	27.2 ± 2.2	19.0 ± 2.0	7.8 ± 1.4	1.8 ± 0.6
Second quartile	65.8 ± 2.6	2.7 ± 1.0	10.5 ± 1.4	22.7 ± 2.2	29.8 ± 3.2	22.1 ± 2.6	9.4 ± 1.6	2.7 ± 0.8
Lowest quartile	52.2 ± 2.6	1.6 ± 0.6	6.6 ± 1.2	17.0 ± 1.6	27.0 ± 2.2	26.7 ± 2.4	15.5 ± 2.0	5.6 ± 1.0
All students	66.5 ± 1.8	4.3 ± 1.0	12.1 ± 1.0	23.2 ± 1.0	26.9 ± 1.2	20.5 ± 1.2	9.7 ± 0.8	3.3 ± 0.6
<b>Relative standard error</b>								
Indigenous status								
Indigenous	8.1	61.3	33.2	15.9	9.8	9.1	11.7	19.0
Non-Indigenous (c)	1.4	10.9	4.0	2.3	2.2	3.1	4.3	8.4
Socio-economic status (ESCS) (d)								
Highest quartile	1.3	11.4	4.7	4.7	3.9	6.8	12.8	26.5
Third quartile	1.6	15.9	5.6	4.2	3.4	4.5	9.4	20.5
Second quartile	2.2	16.7	8.3	4.7	4.9	5.4	7.0	12.9
Lowest quartile	2.3	23.3	9.5	4.6	3.8	4.2	5.6	9.0
Socio-economic status (HISEI) (d)								
Highest quartile	1.4	11.6	4.9	4.6	4.2	6.9	13.7	22.5

**Table NEA.32 Proportion of 15 year old secondary students achieving each level of the overall mathematics literacy scale, by Indigenous status and SES, 2006 (per cent) (a)**

	<i>At or above level 3</i>	<i>Level 6</i>	<i>Level 5</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>	<i>Below level 1</i>
Third quartile	1.6	12.3	5.2	3.7	4.0	5.0	8.5	18.5
Second quartile	2.0	18.3	7.0	4.8	5.2	6.0	8.1	14.9
Lowest quartile	2.5	20.2	8.5	4.6	4.0	4.4	6.3	9.8
All students	1.4	10.9	4.0	2.3	2.1	3.0	4.2	8.4

- (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. For further information on PISA 2006, see Thomson and De Bortoli (2007).
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent).
- (c) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

*Source:* ACER (unpublished).

**Table NEA.33 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, 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 average</i>
<b>Estimate (b)</b>										
<i>At or above level 3</i>	69.2 ± 3.2	62.5 ± 4.0	65.8 ± 3.2	72.9 ± 5.4	69.2 ± 4.0	59.1 ± 4.6	74.7 ± 4.0	53.4 ± 4.4	67.0 ± 1.9	56.8 ± 0.4
Level 6	3.5 ± 1.4	1.7 ± 1.0	2.6 ± 1.4	3.6 ± 1.4	2.7 ± 1.2	1.9 ± 1.2	4.4 ± 2.2	2.5 ± 2.0	2.8 ± 0.6	1.3 ± 0.0
Level 5	13.3 ± 2.4	9.5 ± 1.8	10.1 ± 2.4	15.1 ± 3.2	12.2 ± 2.8	9.1 ± 2.0	16.9 ± 2.8	10.4 ± 3.4	11.8 ± 1.0	7.7 ± 0.2
Level 4	25.3 ± 2.2	22.7 ± 2.4	24.4 ± 2.2	27.5 ± 4.2	25.2 ± 4.0	20.4 ± 4.0	28.1 ± 3.8	17.7 ± 3.4	24.6 ± 1.0	20.3 ± 0.4
Level 3	27.0 ± 2.0	28.6 ± 2.8	28.7 ± 2.8	26.7 ± 3.4	29.1 ± 3.4	27.7 ± 4.8	25.3 ± 3.4	22.8 ± 4.6	27.8 ± 1.0	27.4 ± 0.4
Level 2	19.5 ± 2.2	21.8 ± 2.4	20.9 ± 2.6	17.4 ± 3.0	20.0 ± 3.0	22.5 ± 3.2	15.1 ± 3.0	21.1 ± 3.8	20.2 ± 1.2	24.0 ± 0.4
Level 1	9.1 ± 1.6	11.9 ± 2.4	9.8 ± 1.6	7.0 ± 2.4	8.8 ± 2.0	13.6 ± 3.0	7.5 ± 2.6	15.1 ± 3.0	9.8 ± 1.0	14.1 ± 0.2
Below Level 1	2.2 ± 0.6	3.7 ± 1.2	3.5 ± 1.2	2.7 ± 2.0	2.0 ± 1.0	4.8 ± 1.6	2.6 ± 1.6	10.4 ± 3.6	3.0 ± 0.6	5.2 ± 0.2
<b>Relative standard error</b>										
<i>At or above level 3</i>	2.3	3.3	2.4	3.7	2.9	3.9	2.6	4.2	1.3	0.4
Level 6	18.5	26.7	26.2	18.9	23.9	30.1	25.8	38.7	9.1	0.0
Level 5	8.8	9.1	11.7	10.5	11.4	11.4	8.3	16.7	4.5	1.3
Level 4	4.3	5.4	4.7	7.5	8.1	9.9	6.9	9.8	2.2	1.0
Level 3	3.7	4.9	4.7	6.3	5.7	8.7	6.6	9.9	1.8	0.7
Level 2	5.8	5.6	6.2	8.6	7.7	6.9	9.8	9.1	3.2	0.8
Level 1	9.3	10.2	7.9	17.2	11.3	10.9	17.1	10.0	4.6	0.7
Below Level 1	14.8	17.2	17.5	35.2	24.5	16.6	30.3	17.5	8.3	1.9

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).

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

Source: ACER (unpublished).

**Table NEA.34 Proportion of 15 year old secondary students achieving each level of the overall science literacy scale, by Indigenous status and SES, 2006 (per cent) (a)**

	<i>At or above level 3</i>	<i>Level 6</i>	<i>Level 5</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>	<i>Below level 1</i>
<b>Estimate (b)</b>								
Indigenous status								
Indigenous	34.3 ± 5.6	0.4 ± 0.6	3.3 ± 2.4	11.6 ± 3.4	19.1 ± 4.0	26.2 ± 5.2	23.0 ± 6.0	16.5 ± 6.0
Non-Indigenous (c)	68.0 ± 1.8	2.9 ± 0.6	12.0 ± 1.0	25.0 ± 1.0	28.1 ± 1.0	20.0 ± 1.2	9.4 ± 0.8	2.6 ± 0.4
Socio-economic status (ESCS) (d)								
Highest quartile	83.1 ± 1.8	6.3 ± 1.4	20.3 ± 2.0	31.1 ± 2.2	25.4 ± 2.0	12.3 ± 1.6	3.7 ± 0.8	0.9 ± 0.4
Third quartile	73.4 ± 2.4	2.8 ± 1.0	12.9 ± 2.0	28.2 ± 1.8	29.4 ± 2.2	17.9 ± 1.8	7.1 ± 1.4	1.6 ± 0.8
Second quartile	63.3 ± 2.4	1.8 ± 0.6	9.8 ± 1.4	22.8 ± 2.0	28.9 ± 2.0	23.0 ± 2.0	10.8 ± 1.6	2.9 ± 0.8
Lowest quartile	50.8 ± 2.4	0.7 ± 0.6	5.0 ± 1.2	17.3 ± 2.0	27.8 ± 2.0	26.8 ± 2.4	16.5 ± 1.8	5.8 ± 1.2
Socio-economic status (HISEI) (d)								
Highest quartile	82.2 ± 2.2	6.2 ± 1.4	19.4 ± 2.0	30.4 ± 2.0	26.2 ± 2.2	12.4 ± 1.8	4.4 ± 1.0	1.0 ± 0.4
Third quartile	71.7 ± 2.6	2.6 ± 0.8	12.9 ± 1.6	28.4 ± 2.2	27.7 ± 2.4	18.7 ± 2.2	7.9 ± 1.4	1.7 ± 0.6
Second quartile	66.3 ± 2.2	1.9 ± 0.8	10.4 ± 1.6	23.6 ± 2.2	30.5 ± 2.0	21.9 ± 2.0	9.4 ± 1.4	2.4 ± 0.8
Lowest quartile	53.0 ± 2.4	1.0 ± 0.6	5.9 ± 1.2	18.1 ± 2.0	28.0 ± 1.8	26.5 ± 2.8	15.3 ± 2.2	5.2 ± 1.2
All students	67.0 ± 1.7	2.8 ± 0.6	11.8 ± 1.0	24.6 ± 1.0	27.8 ± 1.0	20.2 ± 1.2	9.8 ± 1.0	3.0 ± 0.6
<b>Relative standard error</b>								
Indigenous status								
Indigenous	8.3	69.3	35.8	15.0	10.5	10.0	12.9	18.4
Non-Indigenous (c)	1.3	9.1	4.5	2.2	1.8	3.2	4.7	8.4
Socio-economic status (ESCS) (d)								
Highest quartile	1.1	11.4	4.9	3.5	4.0	6.2	11.5	23.9
Third quartile	1.6	16.7	7.4	3.1	3.8	5.0	9.3	22.3
Second quartile	1.9	18.6	6.9	4.5	3.3	4.3	7.1	14.5
Lowest quartile	2.3	38.2	12.6	5.6	3.6	4.5	5.7	10.4
Socio-economic status (HISEI) (d)								
Highest quartile	1.3	11.2	5.1	3.4	4.2	7.4	10.4	22.2



**Table NEA.34 Proportion of 15 year old secondary students achieving each level of the overall science literacy scale, by Indigenous status and SES, 2006 (per cent) (a)**

	<i>At or above level 3</i>	<i>Level 6</i>	<i>Level 5</i>	<i>Level 4</i>	<i>Level 3</i>	<i>Level 2</i>	<i>Level 1</i>	<i>Below level 1</i>
Third quartile	1.8	13.5	6.3	4.0	4.3	5.7	8.8	20.1
Second quartile	1.7	21.6	8.0	4.4	3.3	4.4	7.5	15.4
Lowest quartile	2.4	29.9	10.8	5.7	3.3	5.4	7.1	11.5
All students	1.3	9.1	4.5	2.2	1.8	3.2	4.6	8.3

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2006 involved sample assessment of approximately 6.0 per cent of 15 year old Australian Secondary school students. For further information on PISA 2006, see Thomson and De Bortoli (2007).
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent  $\pm$  2.7 per cent).
- (c) Non-Indigenous does not include persons whose Indigenous status is not stated or unknown.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

*Source:* ACER (unpublished).

## **NEA Indicators 7 and 8:**

**7. The proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II**

**8. The proportion of the 19 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II**

Table NEA.35 **Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2008**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Estimate</b>										
19 year old population with relevant qualification (a)	'000	73.0	59.9	43.9	22.4	15.9	4.3	4.6	.9	225.0
Total 19 year old population (b)	'000	95.3	74.2	56.6	26.7	20.9	6.7	5.1	1.6	287.2
<b>Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>76.6</b>	<b>80.7</b>	<b>77.6</b>	<b>83.9</b>	<b>76.1</b>	<b>64.2</b>	<b>90.2</b>	<b>56.3</b>	<b>78.3</b>
<b>Relative standard error</b>										
19 year old population with relevant qualification (a)	%	3.6	4.1	5.2	8.5	5.9	9.7	9.2	26.5	1.8
Total 19 year old population (b)	%	1.8	2.1	2.9	6.2	3.1	3.8	6.8	19.3	0.5
<b>Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>3.7</b>	<b>3.6</b>	<b>4.8</b>	<b>4.6</b>	<b>5.8</b>	<b>9.6</b>	<b>6.2</b>	<b>20.5</b>	<b>1.6</b>

(a) Persons aged 19 years who have identified as having attained year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

(b) 'Total population' of all persons aged 19 years.

Source : ABS (unpublished) Survey of Education and Work, 2008.

Table NEA.36 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, 2008**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Estimate</b>										
20–24 year old population with relevant qualification (a)	'000	390.9	327.9	248.7	121.5	89.2	23.0	24.8	6.3	1 232.3
Total 20–24 year old population (b)	'000	468.9	369.6	294.9	151.7	108.7	31.9	27.5	9.6	1 462.9
<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>83.4</b>	<b>88.7</b>	<b>84.3</b>	<b>80.1</b>	<b>82.1</b>	<b>72.1</b>	<b>90.2</b>	<b>65.6</b>	<b>84.2</b>
<b>Relative standard error</b>										
20–24 year old population with relevant qualification (a)	%	1.7	1.2	1.9	3.6	3.0	4.4	2.4	13.7	0.8
Total 20–24 year old population (b)	%	0.4	0.2	0.8	1.0	0.2	–	1.0	13.8	0.2
<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>1.7</b>	<b>1.3</b>	<b>1.7</b>	<b>3.7</b>	<b>3.0</b>	<b>4.4</b>	<b>2.4</b>	<b>9.7</b>	<b>0.8</b>

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

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

Source : ABS (unpublished) Survey of Education and Work, 2008.

**Table NEA.37 Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
<b>Indigenous population</b>										
19 year old population with relevant qualification (b)	no.	1 023	225	1 102	376	197	155	43	151	3 272
Total 19 year old population (c)	no.	2 218	468	1 895	915	452	307	72	827	7 154
<b>Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>46.1</b>	<b>48.1</b>	<b>58.2</b>	<b>41.1</b>	<b>43.6</b>	<b>50.5</b>	<b>59.7</b>	<b>18.3</b>	<b>45.7</b>
<b>Non-Indigenous population</b>										
19 year old population with relevant qualification (b)	no.	58 689	49 346	37 280	18 550	13 126	3 714	4 227	961	185 901
Total 19 year old population (c)	no.	74 515	60 371	45 423	23 717	17 863	5 288	4 851	1 355	233 391
<b>Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>78.8</b>	<b>81.7</b>	<b>82.1</b>	<b>78.2</b>	<b>73.5</b>	<b>70.2</b>	<b>87.1</b>	<b>70.9</b>	<b>79.7</b>
<b>Total population (d)</b>										
19 year old population with relevant qualification (b)	no.	60 379	50 118	38 666	19 105	13 423	3 901	4 306	1 124	191 030
Total 19 year old population (c)	no.	77 641	61 551	47 713	24 882	18 472	5 654	4 970	2 198	243 092
<b>Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>77.8</b>	<b>81.4</b>	<b>81.0</b>	<b>76.8</b>	<b>72.7</b>	<b>69.0</b>	<b>86.6</b>	<b>51.1</b>	<b>78.6</b>

(a) Australia includes 'Other Territories'.

(b) Persons aged 19 years who have completed year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined).

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

**Table NEA.37 Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
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(d) 'Total population' includes those for whom Indigenous status is unknown.

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

**Table NEA.38 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
<b>Indigenous population</b>										
20–24 year old population with relevant qualification (b)	no.	4 656	1 243	5 217	1 604	801	766	229	733	15 255
Total 20–24 year old population (c)	no.	9 352	2 204	9 014	4 055	1 878	1 338	346	4 015	32 217
<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>49.8</b>	<b>56.4</b>	<b>57.9</b>	<b>39.6</b>	<b>42.7</b>	<b>57.2</b>	<b>66.2</b>	<b>18.3</b>	<b>47.4</b>
<b>Non-Indigenous population</b>										
20–24 year old population with relevant qualification (b)	no.	314 721	263 273	196 341	95 822	70 635	19 021	22 956	6 541	989 396
Total 20–24 year old population (c)	no.	376 059	304 801	233 361	117 192	89 912	25 166	25 234	8 501	1 180 330
<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>83.7</b>	<b>86.4</b>	<b>84.1</b>	<b>81.8</b>	<b>78.6</b>	<b>75.6</b>	<b>91.0</b>	<b>76.9</b>	<b>83.8</b>
<b>Total population (d)</b>										
20–24 year old population with relevant qualification (b)	no.	322 387	267 101	202 940	98 174	71 949	19 927	23 324	7 322	1 013 219
Total 20–24 year old population (c)	no.	389 282	310 197	244 135	122 222	92 507	26 716	25 751	12 588	1 223 520
<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>82.8</b>	<b>86.1</b>	<b>83.1</b>	<b>80.3</b>	<b>77.8</b>	<b>74.6</b>	<b>90.6</b>	<b>58.2</b>	<b>82.8</b>

(a) Australia includes 'Other Territories'.

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

(c) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.

**Table NEA.38 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, 2006**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
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(d) 'Total population' includes those for whom Indigenous status is unknown.

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



**Table NEA.39 Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2006 (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 (b)</i>
<b>SEIFA IRSD quintile 1</b>										
19 year old population with relevant qualification (c)	no.	8 412	4 435	3 561	442	2 196	953	—	286	20 293
Total 19 year old population (d)	no.	11 577	5 931	5 136	896	3 735	1 675	3	880	29 844
<b>Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>72.7</b>	<b>74.8</b>	<b>69.3</b>	<b>49.3</b>	<b>58.8</b>	<b>56.9</b>	<b>0.0</b>	<b>32.5</b>	<b>68.0</b>
<b>SEIFA IRSD quintile 2</b>										
19 year old population with relevant qualification (c)	no.	13 824	8 710	6 824	1 843	3 462	1 104	30	98	35 895
Total 19 year old population (d)	no.	19 421	11 663	9 003	2 551	4 987	1 686	41	174	49 526
<b>Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>71.2</b>	<b>74.7</b>	<b>75.8</b>	<b>72.2</b>	<b>69.4</b>	<b>65.5</b>	<b>73.2</b>	<b>56.3</b>	<b>72.5</b>
<b>SEIFA IRSD quintile 3</b>										
19 year old population with relevant qualification (c)	no.	13 039	8 504	7 220	5 907	1 211	537	237	218	36 873
Total 19 year old population (d)	no.	17 109	10 813	9 240	8 356	1 676	721	274	349	48 538
<b>Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>76.2</b>	<b>78.6</b>	<b>78.1</b>	<b>70.7</b>	<b>72.3</b>	<b>74.5</b>	<b>86.5</b>	<b>62.5</b>	<b>76.0</b>
<b>SEIFA IRSD quintile 4</b>										
19 year old population with relevant qualification (c)	no.	11 189	15 015	10 359	4 475	3 865	1 301	758	329	47 291
Total 19 year old population (d)	no.	13 678	18 118	12 437	5 808	4 903	1 554	928	487	57 913

**Table NEA.39 Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2006 (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 (b)</i>
<b>Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>81.8</b>	<b>82.9</b>	<b>83.3</b>	<b>77.0</b>	<b>78.8</b>	<b>83.7</b>	<b>81.7</b>	<b>67.6</b>	<b>81.7</b>
<b>SEIFA IRSD quintile 5 (e)</b>										
19 year old population with relevant qualification (c)	no.	13 799	13 374	10 599	6 388	2 669	–	2 945	180	49 954
Total 19 year old population (d)	no.	15 671	14 915	11 724	7 193	3 127	–	3 377	273	56 280
<b>Proportion of the 19 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>88.1</b>	<b>89.7</b>	<b>90.4</b>	<b>88.8</b>	<b>85.4</b>	<b>–</b>	<b>87.2</b>	<b>65.9</b>	<b>88.8</b>

(a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Australia includes 'Other Territories'.

(c) Persons aged 19 years who have completed year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined), as well as persons with 'no SIEFA Score'.

(d) Total population of all persons aged 19 years, excluding persons whose highest year of school completed or level of education was not stated.

(e) No persons in the fifth quintile were recorded for Tasmania.

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

**Table NEA.40 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2006 (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 (b)</i>
<b>SEIFA IRSD quintile 1</b>										
20–24 year old population with relevant qualification (c)	no.	43 824	24 240	19 137	2 771	12 731	5 176	23	1 645	109 637
Total 20–24 year old population (d)	no.	57 702	30 797	27 122	4 699	19 770	8 075	32	4 750	153 064
<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>75.9</b>	<b>78.7</b>	<b>70.6</b>	<b>59.0</b>	<b>64.4</b>	<b>64.1</b>	<b>71.9</b>	<b>34.6</b>	<b>71.6</b>
<b>SEIFA IRSD quintile 2</b>										
20–24 year old population with relevant qualification (c)	no.	71 068	46 193	36 211	10 637	19 370	5 858	188	652	190 177
Total 20–24 year old population (d)	no.	92 864	57 888	46 587	13 818	25 666	8 250	244	950	246 267
<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>76.5</b>	<b>79.8</b>	<b>77.7</b>	<b>77.0</b>	<b>75.5</b>	<b>71.0</b>	<b>77.0</b>	<b>68.6</b>	<b>77.2</b>
<b>SEIFA IRSD quintile 3</b>										
20–24 year old population with relevant qualification (c)	no.	72 121	43 538	38 935	31 096	6 375	2 333	1 490	1 304	197 192
Total 20–24 year old population (d)	no.	87 098	52 068	48 060	41 606	8 394	2 982	1 619	1 909	243 736
<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>82.8</b>	<b>83.6</b>	<b>81.0</b>	<b>74.7</b>	<b>75.9</b>	<b>78.2</b>	<b>92.0</b>	<b>68.3</b>	<b>80.9</b>
<b>SEIFA IRSD quintile 4</b>										
20–24 year old population with relevant qualification (c)	no.	61 316	80 622	55 547	23 676	20 928	6 511	4 544	2 083	255 227
Total 20–24 year old population (d)	no.	70 722	91 626	64 582	28 885	24 563	7 320	5 168	2 772	295 638

**Table NEA.40 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2006 (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 (b)</i>
<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>86.7</b>	<b>88.0</b>	<b>86.0</b>	<b>82.0</b>	<b>85.2</b>	<b>88.9</b>	<b>87.9</b>	<b>75.1</b>	<b>86.3</b>
<b>SEIFA IRSD quintile 5 (e)</b>										
20–24 year old population with relevant qualification (c)	no.	73 306	71 895	52 234	29 557	12 360	–	16 178	1 515	257 045
Total 20–24 year old population (d)	no.	79 908	77 033	56 589	32 649	13 835	–	17 753	1 953	279 720
<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>91.7</b>	<b>93.3</b>	<b>92.3</b>	<b>90.5</b>	<b>89.3</b>	<b>–</b>	<b>91.1</b>	<b>77.6</b>	<b>91.9</b>

(a) SES is derived using the ABS SEIFA IRSD disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Australia includes 'Other Territories'.

(c) Persons aged 20–24 years who have identified as having attained year 12 or Certificate II or above (includes 'Certificate I or II nfd' but excludes persons with a 'Certificate nfd' and persons whose level of non-school qualification could not be determined), as well as persons with 'no SEIFA score'.

(d) Total population of all persons aged 20–24 years, excluding persons whose highest year of school completed or level of education was not stated.

(e) No persons in the fifth quintile were recorded for Tasmania.

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

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

Table NEA.41 **Proportion of young people (15–19 years) participating in post school education or training, 2008**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Estimate</b>										
15–19 year old population who are school leavers and are participating in education and/or training (a)	'000	53.3	54.0	32.8	18.1	11.2	4.0	3.2	0.6	177.3
Total 15–19 year old school leaver population (b)	'000	102.0	77.4	60.3	36.5	21.1	8.3	5.2	1.7	312.5
<b>Proportion of the 15–19 year old population who are school leavers and are participating in education and/or training (a)</b>	<b>%</b>	<b>52.3</b>	<b>69.8</b>	<b>54.4</b>	<b>49.6</b>	<b>53.1</b>	<b>48.2</b>	<b>61.5</b>	<b>35.3</b>	<b>56.7</b>
<b>Relative standard error</b>										
15–19 year old population who are school leavers and are participating in education and/or training	%	8.4	8.5	13.4	12.2	13.3	20.5	17.6	44.9	4.6
Total 15–19 year old population	%	5.7	5.9	7.0	5.9	11.3	10.8	11.8	29.0	2.9
<b>Proportion of the 15–19 year old population who are school leavers and are participating in education and/or training</b>	<b>%</b>	<b>6.9</b>	<b>4.9</b>	<b>9.1</b>	<b>10.0</b>	<b>10.4</b>	<b>15.1</b>	<b>15.2</b>	<b>30.7</b>	<b>3.2</b>

(a) Includes persons who left school in the previous year and are participating in non-school education and/or training on either a full time or part time basis (participation in 2008 for persons who left school in 2007). Includes apprenticeships or traineeships.

(b) Total population of all school leavers aged 15–19 years.

Source : ABS (unpublished) Survey of Education and Work, 2008.

## **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.42 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2008**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Estimate</b>										
18–24 year old population engaged in FT employment, education or training at or above Cert. III (a)										
Participation in FT education at or above Cert. III and PT or no employment	'000	178.8	182.4	81.6	50.0	41.6	11.5	12.1	1.4	559.4
Participation in FT employment and not in FT education at or above Cert. III	'000	292.7	206.2	211.9	110.9	63.8	18.4	19.4	7.1	930.5
Participation in a combination of education at or above Cert III and employment (either FT Education and FT Employment or PT Education and PT Employment)	'000	19.6	15.3	18.0	5.2	3.2	np	0.9	0.5	63.0
<i>Total</i>	'000	<i>491.1</i>	<i>403.9</i>	<i>311.4</i>	<i>166.2</i>	<i>108.6</i>	<i>30.1</i>	<i>32.5</i>	<i>9.0</i>	<i>1 552.9</i>
<i>Total 18–24 year old population (b)</i>	'000	<i>655.8</i>	<i>513.6</i>	<i>411.9</i>	<i>208.9</i>	<i>150.9</i>	<i>45.1</i>	<i>37.1</i>	<i>12.9</i>	<i>2 036.1</i>
<b>Proportion of 18–24 year old population engaged in FT employment, education or training at or above</b>	<b>%</b>	<b>74.9</b>	<b>78.6</b>	<b>75.6</b>	<b>79.6</b>	<b>72.0</b>	<b>66.7</b>	<b>87.6</b>	<b>69.8</b>	<b>76.3</b>
<b>Relative standard error</b>										
18–24 year old population engaged in FT employment, education or training at or above Cert. III										
Participation in FT education at or above Cert III and PT or no employment	%	7.2	3.0	7.4	12.8	7.1	13.6	11.1	36.0	2.7
Participation in FT employment and not in FT education at or above Cert. III	%	4.3	3.5	3.2	5.5	4.7	8.7	6.4	12.5	1.3



**Table NEA.42 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training at or above Certificate III, 2008**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Participation in a combination of education at or above Cert III and employment (either FT Education and FT Employment or PT Education and PT Employment)	%	15.1	15.6	18.2	30.0	25.0	np	39.4	44.2	7.1
<i>Total</i>	%	1.8	1.5	2.5	2.7	2.9	4.5	3.1	12.0	0.9
<i>Total 18–24 year old population</i>	%	0.4	0.4	0.8	1.2	0.5	0.6	1.3	12.6	0.2
<b>Proportion of 18–24 year old population engaged in FT employment, education or training at or above Certificate III</b>	%	<b>1.7</b>	<b>1.4</b>	<b>2.5</b>	<b>2.4</b>	<b>3.0</b>	<b>4.5</b>	<b>2.7</b>	<b>5.9</b>	<b>0.8</b>

(a) Persons aged 18-24 years who are: participating in full-time employment; participating in full-time education or training at or above Certificate III; or participating in both part-time employment and part-time education or training at or above Certificate III. Excludes people with 'Certificate nfd' and people whose level could not be determined.

(b) Total population of all persons aged 18–24 years.

*Source* : ABS (unpublished) Survey of Education and Work, 2008.

**Table NEA.43 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
<b>Indigenous population</b>										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (b)	no.	1 772	503	1 121	437	372	270	101	318	4 899
Participation in FT employment and not in FT education (c)	no.	3 713	942	3 981	1 415	597	650	184	741	12 228
Participation in a combination of employment and education (includes FT employment and FT education) (d)	no.	319	91	290	103	61	35	15	73	987
<i>Total</i>	<i>no.</i>	<i>5 804</i>	<i>1 536</i>	<i>5 392</i>	<i>1 955</i>	<i>1 030</i>	<i>955</i>	<i>300</i>	<i>1 132</i>	<i>18 114</i>
<i>Total 18–24 year old population (e)</i>	<i>no.</i>	<i>14 366</i>	<i>3 275</i>	<i>13 299</i>	<i>6 179</i>	<i>2 932</i>	<i>2 017</i>	<i>500</i>	<i>5 911</i>	<i>48 500</i>
<b>Proportion of 18–24 year old population engaged in full time employment, education or training</b>	<b>%</b>	<b>40.4</b>	<b>46.9</b>	<b>40.5</b>	<b>31.6</b>	<b>35.1</b>	<b>47.3</b>	<b>60.0</b>	<b>19.2</b>	<b>37.3</b>
<b>Non-Indigenous population</b>										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (b)	no.	165 521	159 083	75 846	44 894	36 131	9 619	12 564	1 236	504 899
Participation in FT employment and not in FT education (c)	no.	203 778	151 434	148 052	74 632	49 017	13 898	13 777	6 926	661 588
Participation in a combination of employment and education (includes FT employment and FT education) (d)	no.	19 442	13 416	10 405	5 071	4 227	904	2 017	380	55 876
<i>Total</i>	<i>no.</i>	<i>388 741</i>	<i>323 933</i>	<i>234 303</i>	<i>124 597</i>	<i>89 375</i>	<i>24 421</i>	<i>28 358</i>	<i>8 542</i>	<i>1 222 363</i>
<i>Total 18–24 year old population (e)</i>	<i>no.</i>	<i>531 238</i>	<i>429 908</i>	<i>326 732</i>	<i>166 531</i>	<i>127 492</i>	<i>36 398</i>	<i>34 724</i>	<i>11 429</i>	<i>1 664 600</i>

**Table NEA.43 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by Indigenous status, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
<b>Proportion of 18–24 year old population engaged in full time employment, education or training</b>	<b>%</b>	<b>73.2</b>	<b>75.3</b>	<b>71.7</b>	<b>74.8</b>	<b>70.1</b>	<b>67.1</b>	<b>81.7</b>	<b>74.7</b>	<b>73.4</b>
<b>Total population (f)</b>										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (b)	no.	169 155	161 475	77 583	45 775	36 815	9 982	12 756	1 579	515 130
Participation in FT employment and not in FT education (c)	no.	209 398	153 798	153 038	76 637	49 953	14 668	14 044	7 710	679 325
Participation in a combination of employment and education (includes FT employment and FT education) (d)	no.	19 950	13 635	10 767	5 212	4 322	944	2 042	456	57 342
<i>Total</i>	<i>no.</i>	<i>398 503</i>	<i>328 908</i>	<i>241 388</i>	<i>127 624</i>	<i>91 090</i>	<i>25 594</i>	<i>28 842</i>	<i>9 745</i>	<i>1 251 797</i>
<i>Total 18–24 year old population (e)</i>	<i>no.</i>	<i>551 536</i>	<i>438 035</i>	<i>342 705</i>	<i>174 278</i>	<i>131 491</i>	<i>38 770</i>	<i>35 472</i>	<i>17 451</i>	<i>1 729 910</i>
<b>Proportion of 18–24 year old population engaged in full time employment, education or training</b>	<b>%</b>	<b>72.3</b>	<b>75.1</b>	<b>70.4</b>	<b>73.2</b>	<b>69.3</b>	<b>66.0</b>	<b>81.3</b>	<b>55.8</b>	<b>72.4</b>

(a) Australia includes 'Other Territories'.

(b) Includes full-time education and not full-time employment (including employment 'not-stated').

(c) Includes full-time employment and not full-time study (including study 'not stated').

(d) Includes full-time education and full-time employment, and part-time study and part-time employment.

(e) Total population of all persons aged 18-24 years, excluding persons whose fully engaged employment or education status was unknown.

(f) 'Total population' includes those for whom Indigenous Status is unknown.

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

**Table NEA.44 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by SES based on ABS SEIFA IRSD, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
<b>SEIFA IRSD quintile 1</b>										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (b)	no.	20 897	12 867	3 892	314	4 837	1 629	6	436	44 890
Participation in FT employment and not in FT education (c)	no.	28 899	14 958	16 361	2 935	10 415	4 896	28	1 775	80 338
Participation in a combination of employment and education (includes FT employment and FT education) (d)	no.	2 538	1 070	924	131	720	220	3	120	5 741
<i>Total</i>	<i>no.</i>	<i>52 334</i>	<i>28 895</i>	<i>21 177</i>	<i>3 380</i>	<i>15 972</i>	<i>6 745</i>	<i>37</i>	<i>2 331</i>	<i>130 969</i>
<i>Total 18–24 year old population (e)</i>	<i>no.</i>	<i>82 442</i>	<i>43 494</i>	<i>38 256</i>	<i>6 698</i>	<i>28 073</i>	<i>11 734</i>	<i>49</i>	<i>6 711</i>	<i>217 622</i>
<b>Proportion of 18–24 year old population engaged in FT employment, education or training</b>	<b>%</b>	<b>63.5</b>	<b>66.4</b>	<b>55.4</b>	<b>50.5</b>	<b>56.9</b>	<b>57.5</b>	<b>75.5</b>	<b>34.7</b>	<b>60.2</b>
<b>SEIFA IRSD quintile 2</b>										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (b)	no.	31 301	22 543	9 426	4 152	8 463	2 723	56	106	78 770
Participation in FT employment and not in FT education (c)	no.	52 668	31 996	31 356	8 746	14 847	4 733	134	692	145 172
Participation in a combination of employment and education (includes FT employment and FT education) (d)	no.	4 389	2 118	1 885	526	1 066	256	10	38	10 288
<i>Total</i>	<i>no.</i>	<i>88 358</i>	<i>56 657</i>	<i>42 667</i>	<i>13 424</i>	<i>24 376</i>	<i>7 712</i>	<i>200</i>	<i>836</i>	<i>234 230</i>
<i>Total 18–24 year old population (e)</i>	<i>no.</i>	<i>134 692</i>	<i>82 530</i>	<i>65 655</i>	<i>19 192</i>	<i>36 162</i>	<i>11 985</i>	<i>310</i>	<i>1 338</i>	<i>351 864</i>

**Table NEA.44 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by SES based on ABS SEIFA IRSD, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
<b>Proportion of 18–24 year old population engaged in FT employment, education or training</b>	<b>%</b>	<b>65.6</b>	<b>68.7</b>	<b>65.0</b>	<b>69.9</b>	<b>67.4</b>	<b>64.3</b>	<b>64.5</b>	<b>62.5</b>	<b>66.6</b>
<b>SEIFA IRSD quintile 3</b>										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (b)	no.	38 219	24 373	10 842	10 975	2 529	1 102	952	278	89 270
Participation in FT employment and not in FT education (c)	no.	45 845	28 027	33 372	28 467	5 425	1 772	693	1 405	145 006
Participation in a combination of employment and education (includes FT employment and FT education) (d)	no.	4 535	2 318	1 844	1 567	420	123	76	87	10 970
<i>Total</i>	<i>no.</i>	<i>88 599</i>	<i>54 718</i>	<i>46 058</i>	<i>41 009</i>	<i>8 374</i>	<i>2 997</i>	<i>1 721</i>	<i>1 770</i>	<i>245 246</i>
<i>Total 18–24 year old population (e)</i>	<i>no.</i>	<i>122 445</i>	<i>74 803</i>	<i>67 135</i>	<i>59 162</i>	<i>12 025</i>	<i>4 477</i>	<i>2 068</i>	<i>2 672</i>	<i>344 787</i>
<b>Proportion of 18–24 year old population engaged in FT employment, education or training</b>	<b>%</b>	<b>72.4</b>	<b>73.1</b>	<b>68.6</b>	<b>69.3</b>	<b>69.6</b>	<b>66.9</b>	<b>83.2</b>	<b>66.2</b>	<b>71.1</b>
<b>SEIFA IRSD quintile 4</b>										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (b)	no.	35 428	49 796	22 167	10 807	12 232	4 508	2 175	525	137 638
Participation in FT employment and not in FT education (c)	no.	37 489	45 885	40 953	18 747	12 752	3 239	3 051	2 132	164 248
Participation in a combination of employment and education (includes FT employment and FT education) (d)	no.	3 576	4 244	2 993	1 219	1 268	342	272	131	14 045

**Table NEA.44 Proportion of 18–24 year old population engaged in full time (FT) employment, education or training, by SES based on ABS SEIFA IRSD, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
<i>Total</i>	<i>no.</i>	76 493	99 925	66 113	30 773	26 252	8 089	5 498	2 788	315 931
<i>Total 18–24 year old population (e)</i>	<i>no.</i>	98 630	128 703	90 066	41 368	34 597	10 450	7 036	3 886	414 736
<b>Proportion of 18–24 year old population engaged in FT employment, education or training</b>	<b>%</b>	<b>77.6</b>	<b>77.6</b>	<b>73.4</b>	<b>74.4</b>	<b>75.9</b>	<b>77.4</b>	<b>78.1</b>	<b>71.7</b>	<b>76.2</b>
<b>SEIFA IRSD quintile 5 (f)</b>										
18–24 year old population engaged in FT employment, education or training										
Participation in FT education and not in FT employment (b)	<i>no.</i>	43 055	51 676	31 106	19 460	8 692	–	8 258	222	162 469
Participation in FT employment and not in FT education (c)	<i>no.</i>	44 092	32 636	30 479	17 444	6 419	–	10 090	1 604	142 764
Participation in a combination of employment and education (includes FT employment and FT education) (d)	<i>no.</i>	4 876	3 856	3 087	1 758	837	–	1 655	76	16 145
<i>Total</i>	<i>no.</i>	92 023	88 168	64 672	38 662	15 948	–	20 003	1 902	321 378
<i>Total 18–24 year old population (e)</i>	<i>no.</i>	112 000	107 477	80 083	47 149	20 256	–	24 547	2 504	394 016
<b>Proportion of 18–24 year old population engaged in FT employment, education or training</b>	<b>%</b>	<b>82.2</b>	<b>82.0</b>	<b>80.8</b>	<b>82.0</b>	<b>78.7</b>	<b>–</b>	<b>81.5</b>	<b>76.0</b>	<b>81.6</b>

(a) Australia includes 'Other Territories'.

(b) Includes full-time education and not full-time employment (including employment 'not-stated').

(c) Includes full-time employment and not full-time study (including study 'not stated').

(d) Includes full-time education and full-time employment, and part-time study and part-time employment.

(e) Total population of all persons aged 18-24 years, excluding persons whose fully engaged employment or education status was unknown as well as persons with no SEIFA score.

(f) No persons in the fifth quintile were recorded for Tasmania.

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

**National Agreement  
performance reporting:  
National Education Agreement  
— NIRA related indicators  
attachment**

## Attachment contents

<b>NEA report Indicator 11</b>	<b>NAPLAN performance -</b> (i) <b>national, by jurisdiction, by geo-location;</b> (ii) <b>years 3, 5, 7, 9;</b> (iii) <b>reading, writing, numeracy</b>
<b>Table NIRA.1</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by geolocation, 2008 (per cent)
<b>Table NIRA.2</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by geolocation, 2008 (per cent)
<b>Table NIRA.3</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by geolocation, 2008 (per cent)
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<b>Table NIRA.5</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by geolocation, 2008 (per cent)
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<b>Table NIRA.7</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by geolocation, 2008 (per cent)
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<b>Table NIRA.10</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by geolocation, 2008 (per cent)
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<b>Table NIRA.12</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by geolocation, 2008 (per cent)
<b>NEA report Indicator 12</b>	<b>NAPLAN student participation rates -</b> (i) <b>national, by jurisdiction, by geo-location;</b> (ii) <b>years 3, 5, 7, 9;</b> (iii) <b>reading, writing, numeracy</b>
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<b>Table NIRA.15</b>	Year 7 student participation in assessment, 2008 (per cent)
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<b>NEA report Indicator 14</b>	<b>Attendance rates -</b> (i) <b>national, by jurisdiction, by geo-location;</b> (ii) <b>Year 1 to Year 10</b>
<b>NEA report Indicator 15</b>	<b>The proportion of Indigenous 18–24 year olds engaged in full time employment, education or training at or above Certificate III</b>



## **NEA report Indicator 11:**

See also NEA attachment tables for NEA indicators 4 and 5.

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

Table NIRA.1

Table NIRA.1 **Proportion of year 3 students who achieved at or above the national minimum standard for reading, by geolocation, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	85.4 ± 2.4	89.1 ± 4.3	73.6 ± 3.8	69.1 ± 4.1	75.7 ± 6.4	89.4 ± 7.0	85.8 ± 7.9	..	78.6 ± 1.9
Provincial	82.9 ± 2.8	87.3 ± 4.0	69.8 ± 4.7	62.3 ± 6.4	69.3 ± 8.1	87.9 ± 4.8	np	63.5 ± 7.1	76.2 ± 2.1
Remote	75.5 ± 9.9	np	51.3 ± 10.5	51.8 ± 7.5	70.8 ± 14.9	np	..	43.4 ± 10.7	53.9 ± 5.5
Very remote	67.3 ± 13.7	..	40.3 ± 9.0	39.3 ± 8.1	60.3 ± 22.2	np	..	14.3 ± 5.3	30.5 ± 5.0
All students									
Metropolitan	95.6 ± 0.3	95.4 ± 0.4	88.9 ± 0.8	91.9 ± 0.8	92.1 ± 1.3	94.1 ± 1.4	94.4 ± 1.5	..	93.6 ± 0.3
Provincial	93.6 ± 0.6	94.7 ± 0.6	85.7 ± 1.1	87.6 ± 1.6	90.7 ± 1.4	91.9 ± 1.3	np	82.8 ± 4.3	91.0 ± 0.4
Remote	86.7 ± 5.9	96.4 ± 6.0	76.3 ± 5.8	80.0 ± 4.5	88.7 ± 4.0	89.9 ± 8.1	..	69.9 ± 9.7	79.6 ± 2.9
Very remote	83.2 ± 9.9	..	58.7 ± 9.0	62.1 ± 8.3	75.1 ± 11.4	np	..	25.4 ± 10.7	51.1 ± 5.8

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.2

Table NIRA.2 **Proportion of year 3 students who achieved at or above the national minimum standard for writing, by geolocation, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	92.6 ± 1.6	92.6 ± 3.5	82.2 ± 2.7	81.7 ± 3.8	85.9 ± 4.9	95.6 ± 3.3	89.3 ± 7.1	..	86.9 ± 1.3
Provincial	90.0 ± 2.0	91.7 ± 3.6	80.1 ± 5.2	80.9 ± 5.2	87.9 ± 6.3	93.5 ± 3.7	np	82.8 ± 6.6	86.2 ± 1.9
Remote	83.7 ± 10.6	np	62.8 ± 11.8	69.4 ± 10.0	85.4 ± 16.5	np	..	64.1 ± 12.0	69.0 ± 5.8
Very remote	93.6 ± 6.7	..	61.2 ± 10.5	51.0 ± 7.1	50.8 ± 29.6	np	..	28.0 ± 7.3	45.0 ± 5.7
All students									
Metropolitan	97.8 ± 0.2	96.3 ± 0.4	93.4 ± 0.7	96.6 ± 0.5	95.1 ± 1.0	97.4 ± 0.7	96.3 ± 1.2	..	96.2 ± 0.2
Provincial	97.0 ± 0.4	96.2 ± 0.6	92.1 ± 0.8	95.2 ± 1.0	95.4 ± 0.9	97.0 ± 0.7	np	91.9 ± 2.8	95.3 ± 0.3
Remote	91.8 ± 5.2	97.1 ± 4.9	84.9 ± 5.3	90.2 ± 3.7	94.4 ± 2.5	95.5 ± 8.7	..	82.5 ± 7.9	88.5 ± 2.4
Very remote	95.9 ± 4.4	..	74.0 ± 8.0	70.6 ± 7.7	75.6 ± 16.4	np	..	38.0 ± 11.3	62.7 ± 5.7

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.3

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	89.5 ± 1.7	93.5 ± 3.1	82.0 ± 3.4	83.8 ± 3.4	81.7 ± 6.5	94.7 ± 5.4	89.9 ± 8.5	..	85.9 ± 1.6
Provincial	88.7 ± 2.0	92.6 ± 3.2	79.6 ± 4.5	80.7 ± 6.7	78.6 ± 6.5	94.6 ± 3.1	np	86.7 ± 5.0	85.5 ± 1.7
Remote	80.9 ± 9.3	np	59.8 ± 11.6	75.3 ± 7.8	82.7 ± 16.3	np	..	68.3 ± 10.9	70.4 ± 5.5
Very remote	83.6 ± 13.6	..	51.4 ± 10.0	58.5 ± 7.5	68.3 ± 22.3	np	..	35.0 ± 7.0	47.5 ± 5.2
All students									
Metropolitan	97.1 ± 0.3	96.4 ± 0.4	93.1 ± 0.6	95.8 ± 0.7	94.0 ± 1.1	97.0 ± 0.9	96.4 ± 1.2	..	95.8 ± 0.2
Provincial	96.1 ± 0.4	96.6 ± 0.5	91.7 ± 0.8	93.9 ± 1.2	93.7 ± 1.2	96.5 ± 0.8	np	93.5 ± 2.8	94.8 ± 0.3
Remote	91.0 ± 5.1	98.2 ± 3.7	83.8 ± 5.4	90.9 ± 3.0	92.8 ± 3.1	96.4 ± 5.6	..	85.3 ± 6.8	88.5 ± 2.2
Very remote	90.3 ± 8.7	..	68.2 ± 8.9	75.3 ± 6.7	80.0 ± 11.3	np	..	44.5 ± 10.2	64.4 ± 5.2

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.4

Table NIRA.4 **Proportion of year 5 students who achieved at or above the national minimum standard for reading, by geolocation, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	81.0 ± 2.5	87.0 ± 4.5	70.5 ± 3.7	61.6 ± 4.3	73.1 ± 5.9	80.6 ± 7.7	82.7 ± 7.6	..	74.4 ± 1.9
Provincial	77.2 ± 2.8	79.1 ± 4.6	66.0 ± 4.7	58.6 ± 6.9	56.9 ± 9.1	86.4 ± 4.7	np	58.4 ± 7.9	71.0 ± 2.2
Remote	56.7 ± 11.1	np	43.0 ± 10.9	51.9 ± 8.2	np	np	..	41.9 ± 10.6	47.8 ± 5.2
Very remote	45.0 ± 20.8	..	34.5 ± 9.0	30.9 ± 7.7	19.7 ± 14.8	np	..	7.9 ± 4.2	21.7 ± 4.2
All students									
Metropolitan	93.9 ± 0.5	94.0 ± 0.5	88.5 ± 0.8	91.4 ± 0.9	90.8 ± 1.3	91.0 ± 2.1	94.8 ± 1.2	..	92.4 ± 0.3
Provincial	92.6 ± 0.7	92.8 ± 0.7	85.8 ± 1.0	88.0 ± 1.7	89.0 ± 1.7	88.7 ± 1.7	np	82.1 ± 4.0	90.0 ± 0.4
Remote	81.3 ± 7.0	96.0 ± 8.1	74.8 ± 5.9	82.0 ± 4.9	89.2 ± 4.2	86.2 ± 9.7	..	72.5 ± 10.0	79.7 ± 2.9
Very remote	76.7 ± 18.4	..	57.6 ± 10.1	56.5 ± 9.2	54.1 ± 17.3	np	..	19.1 ± 11.5	46.1 ± 6.1

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.5

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	85.6 ± 2.4	85.4 ± 3.8	78.2 ± 3.1	66.7 ± 4.3	78.6 ± 4.7	81.7 ± 7.0	83.7 ± 8.3	..	79.7 ± 1.6
Provincial	80.3 ± 2.9	80.1 ± 4.6	73.4 ± 4.3	67.6 ± 6.1	66.0 ± 8.1	84.8 ± 4.6	np	65.8 ± 7.1	76.0 ± 2.0
Remote	65.9 ± 13.1	np	58.7 ± 13.8	57.4 ± 9.0	np	np	..	51.9 ± 9.7	58.1 ± 5.8
Very remote	55.4 ± 27.8	..	50.2 ± 9.0	41.1 ± 7.4	35.1 ± 21.7	np	..	13.6 ± 4.6	31.6 ± 4.7
All students									
Metropolitan	95.8 ± 0.3	94.3 ± 0.5	90.8 ± 0.7	92.9 ± 0.7	92.3 ± 1.2	92.8 ± 1.7	95.0 ± 1.2	..	93.8 ± 0.2
Provincial	93.6 ± 0.6	92.8 ± 0.6	88.3 ± 1.0	90.5 ± 1.3	90.9 ± 1.5	92.5 ± 1.4	np	84.9 ± 3.5	91.5 ± 0.4
Remote	85.3 ± 6.7	95.3 ± 7.0	81.4 ± 5.4	84.6 ± 4.2	91.3 ± 3.7	89.8 ± 8.8	..	77.0 ± 8.5	83.7 ± 2.6
Very remote	80.8 ± 18.8	..	67.2 ± 7.9	62.9 ± 8.3	63.4 ± 19.7	np	..	24.1 ± 11.0	52.9 ± 5.8

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.6

Table NIRA.6 **Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by geolocation, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	82.8 ± 2.7	86.5 ± 4.3	75.2 ± 3.7	72.7 ± 4.1	77.0 ± 5.7	84.7 ± 8.2	83.3 ± 8.6	..	78.5 ± 1.7
Provincial	77.8 ± 2.5	80.3 ± 4.6	74.0 ± 4.9	69.0 ± 7.1	63.9 ± 8.9	89.2 ± 4.2	np	70.6 ± 6.8	75.7 ± 2.1
Remote	58.8 ± 13.7	np	51.7 ± 11.8	59.5 ± 8.1	np	np	..	54.9 ± 12.0	56.3 ± 5.8
Very remote	52.1 ± 25.5	..	43.3 ± 9.4	39.8 ± 8.2	49.3 ± 19.6	np	..	20.3 ± 5.5	32.9 ± 4.3
All students									
Metropolitan	95.0 ± 0.4	94.8 ± 0.4	91.5 ± 0.7	93.3 ± 0.8	91.1 ± 1.3	92.7 ± 2.0	95.0 ± 1.1	..	93.8 ± 0.3
Provincial	93.1 ± 0.6	94.0 ± 0.6	90.2 ± 1.0	90.2 ± 1.6	89.8 ± 1.6	91.7 ± 1.5	np	86.7 ± 3.7	91.9 ± 0.4
Remote	82.9 ± 7.4	100.0	80.8 ± 5.6	84.4 ± 4.1	90.3 ± 4.0	89.1 ± 11.6	..	78.0 ± 8.8	83.4 ± 2.6
Very remote	79.8 ± 17.1	..	64.8 ± 9.9	62.2 ± 8.7	68.6 ± 13.7	np	..	30.2 ± 10.9	54.3 ± 5.6

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.7

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

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	84.7 ± 2.2	87.3 ± 4.2	82.5 ± 3.2	76.1 ± 4.4	81.8 ± 6.3	88.1 ± 5.7	94.3 ± 4.8	..	83.0 ± 1.6
Provincial	82.0 ± 2.6	83.7 ± 4.4	77.8 ± 4.3	71.7 ± 6.1	73.6 ± 8.5	89.6 ± 4.8	..	71.5 ± 8.5	79.6 ± 1.8
Remote	70.7 ± 15.7	np	57.7 ± 13.7	59.4 ± 8.7	np	np	..	45.5 ± 20.2	56.6 ± 7.7
Very remote	np	..	44.2 ± 10.9	36.9 ± 7.4	17.9 ± 12.5	np	..	13.7 ± 4.5	28.0 ± 4.8
All students									
Metropolitan	95.8 ± 0.5	96.0 ± 0.5	93.9 ± 0.5	94.5 ± 0.8	94.2 ± 1.0	94.6 ± 1.9	96.3 ± 1.4	..	95.2 ± 0.3
Provincial	94.7 ± 0.6	95.3 ± 0.8	92.7 ± 0.8	92.6 ± 1.2	92.7 ± 1.3	93.5 ± 2.2	..	88.4 ± 4.9	93.9 ± 0.4
Remote	80.1 ± 10.8	97.9 ± 3.8	83.9 ± 5.7	85.1 ± 4.2	91.5 ± 3.2	88.4 ± 5.9	..	75.2 ± 16.4	83.9 ± 3.4
Very remote	72.2 ± 23.1	..	62.9 ± 10.4	61.6 ± 8.3	51.6 ± 17.2	np	..	23.5 ± 11.7	49.2 ± 6.4

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.



Table NIRA.8

Table NIRA.8 **Proportion of year 7 students who achieved at or above the national minimum standard for writing, by geolocation, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	80.2 ± 2.6	81.8 ± 4.9	79.0 ± 3.3	70.9 ± 4.8	78.4 ± 5.3	82.2 ± 8.0	84.1 ± 9.5	..	78.7 ± 1.7
Provincial	75.9 ± 2.8	73.7 ± 5.5	73.5 ± 3.7	68.1 ± 5.1	69.0 ± 8.7	81.7 ± 5.9	..	65.4 ± 8.5	73.8 ± 1.9
Remote	62.5 ± 15.2	np	55.8 ± 15.7	57.9 ± 8.7	np	np	..	43.3 ± 20.0	54.0 ± 7.8
Very remote	np	..	49.8 ± 10.6	34.7 ± 8.6	25.9 ± 18.4	np	..	12.4 ± 5.7	28.5 ± 5.9
All students									
Metropolitan	94.4 ± 0.5	94.2 ± 0.6	91.0 ± 0.7	92.2 ± 1.0	93.2 ± 1.0	91.4 ± 2.6	93.4 ± 2.1	..	93.3 ± 0.3
Provincial	91.2 ± 0.9	91.3 ± 1.0	89.4 ± 0.9	89.4 ± 1.4	91.4 ± 1.4	89.1 ± 2.8	..	83.8 ± 5.5	90.4 ± 0.5
Remote	73.9 ± 10.5	97.9 ± 3.8	81.1 ± 6.1	81.8 ± 4.0	91.2 ± 2.2	78.9 ± 4.5	..	72.3 ± 16.5	81.0 ± 3.5
Very remote	66.3 ± 26.6	..	64.2 ± 8.8	59.8 ± 9.2	54.3 ± 17.9	np	..	21.1 ± 11.1	48.1 ± 6.5

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.9

Table NIRA.9 **Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by geolocation, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	87.5 ± 3.2	88.9 ± 4.6	87.3 ± 2.6	84.2 ± 3.6	82.6 ± 5.2	90.2 ± 4.8	90.3 ± 7.6	..	87.0 ± 1.4
Provincial	83.4 ± 2.9	87.0 ± 4.8	84.1 ± 3.7	81.7 ± 6.3	78.4 ± 8.3	93.5 ± 3.6	..	80.2 ± 6.9	83.9 ± 1.6
Remote	73.2 ± 12.2	np	69.2 ± 12.7	68.9 ± 9.6	np	np	..	62.7 ± 15.0	67.8 ± 6.7
Very remote	np	..	59.0 ± 10.0	53.8 ± 8.6	48.0 ± 18.1	np	..	34.9 ± 6.0	46.4 ± 5.6
All students									
Metropolitan	96.4 ± 0.4	96.7 ± 0.5	95.6 ± 0.4	96.0 ± 0.6	94.9 ± 0.9	95.4 ± 1.7	97.1 ± 1.2	..	96.2 ± 0.2
Provincial	95.0 ± 0.6	96.1 ± 0.7	94.9 ± 0.6	95.0 ± 1.0	94.4 ± 1.1	95.2 ± 1.8	..	91.9 ± 3.6	95.1 ± 0.3
Remote	82.4 ± 8.9	97.9 ± 3.8	89.0 ± 4.6	88.9 ± 3.8	93.9 ± 2.4	90.2 ± 4.5	..	83.4 ± 11.7	88.4 ± 2.7
Very remote	74.7 ± 25.9	..	73.2 ± 8.6	71.9 ± 7.2	67.0 ± 15.8	np	..	42.0 ± 9.9	62.2 ± 5.7

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NIRA.10 Proportion of year 9 students who achieved at or above the national minimum standard for reading, by geolocation, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	85.2 ± 2.5	82.6 ± 5.2	74.3 ± 5.6	71.3 ± 6.0	71.4 ± 7.8	89.2 ± 6.4	84.2 ± 9.0	..	78.4 ± 2.6
Provincial	81.4 ± 2.9	77.6 ± 6.5	71.1 ± 4.3	69.8 ± 7.3	60.4 ± 12.3	91.5 ± 4.2	..	60.3 ± 10.5	75.3 ± 2.4
Remote	58.5 ± 20.8	np	62.3 ± 14.3	59.1 ± 11.3	np	np	..	50.0 ± 22.8	57.4 ± 9.7
Very remote	np	..	37.4 ± 14.9	39.0 ± 10.6	29.0 ± 16.5	np	..	13.6 ± 6.3	29.0 ± 6.9
All students									
Metropolitan	94.6 ± 0.6	94.8 ± 0.7	91.4 ± 1.1	93.4 ± 1.2	92.2 ± 2.3	92.8 ± 2.8	96.6 ± 1.3	..	93.7 ± 0.4
Provincial	94.2 ± 0.7	94.1 ± 0.9	89.7 ± 1.1	91.3 ± 2.1	91.0 ± 2.3	93.1 ± 1.9	..	84.4 ± 4.3	92.4 ± 0.5
Remote	76.2 ± 13.1	95.5 ± 7.4	82.8 ± 5.9	81.9 ± 6.3	92.4 ± 3.6	88.3 ± 7.8	..	73.7 ± 16.2	82.3 ± 3.9
Very remote	89.3 ± 11.4	..	60.3 ± 16.5	59.7 ± 11.6	64.1 ± 17.1	np	..	25.4 ± 16.3	51.3 ± 8.6

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NIRA.11 Proportion of year 9 students who achieved at or above the national minimum standard for writing, by geolocation, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	71.1 ± 2.9	73.6 ± 6.2	66.9 ± 5.8	60.7 ± 5.6	66.0 ± 8.4	65.6 ± 10.5	73.4 ± 11.2	..	67.9 ± 2.7
Provincial	66.9 ± 3.2	64.9 ± 7.3	61.8 ± 4.0	52.6 ± 7.3	56.6 ± 11.1	70.9 ± 6.9	..	51.3 ± 8.4	62.6 ± 2.3
Remote	39.7 ± 17.9	np	48.2 ± 14.8	46.0 ± 9.5	np	np	..	41.0 ± 19.4	44.4 ± 8.0
Very remote	np	..	33.1 ± 13.9	27.6 ± 9.7	25.5 ± 16.5	np	..	13.7 ± 7.6	23.8 ± 6.0
All students									
Metropolitan	89.9 ± 0.8	90.9 ± 0.9	85.6 ± 1.4	88.1 ± 1.6	88.6 ± 2.5	84.8 ± 4.8	88.9 ± 3.2	..	88.9 ± 0.5
Provincial	86.6 ± 1.1	87.7 ± 1.3	80.8 ± 1.6	82.3 ± 3.2	84.9 ± 2.5	83.8 ± 3.1	..	76.2 ± 4.6	84.7 ± 0.7
Remote	62.9 ± 13.3	95.5 ± 6.3	72.5 ± 6.8	74.4 ± 7.3	83.7 ± 5.1	61.3 ± 9.0	..	66.1 ± 17.1	73.3 ± 4.5
Very remote	70.1 ± 21.7	..	52.8 ± 14.7	49.1 ± 12.3	55.6 ± 17.2	np	..	24.5 ± 14.8	44.3 ± 7.7

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**Table NIRA.12 Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by geolocation, 2008 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
Metropolitan	82.6 ± 2.5	81.2 ± 5.2	77.1 ± 5.1	73.5 ± 6.0	75.8 ± 6.3	83.9 ± 7.8	83.8 ± 11.1	..	78.9 ± 2.5
Provincial	80.0 ± 2.8	76.0 ± 7.0	73.8 ± 4.4	70.7 ± 7.9	70.0 ± 11.5	90.8 ± 4.1	..	66.2 ± 8.6	76.2 ± 2.2
Remote	56.7 ± 19.4	np	67.2 ± 11.4	60.1 ± 9.0	np	np	..	56.0 ± 21.1	60.4 ± 8.1
Very remote	np	..	44.3 ± 16.2	50.2 ± 9.6	36.9 ± 19.3	np	..	24.8 ± 8.5	38.2 ± 7.2
All students									
Metropolitan	95.1 ± 0.5	95.4 ± 0.7	93.2 ± 1.0	93.8 ± 1.2	92.5 ± 2.3	91.5 ± 3.5	96.6 ± 1.2	..	94.4 ± 0.4
Provincial	93.8 ± 0.7	94.5 ± 0.9	91.7 ± 1.0	91.0 ± 2.5	91.5 ± 2.1	93.1 ± 1.8	..	86.4 ± 3.9	92.9 ± 0.5
Remote	77.1 ± 13.4	97.6 ± 4.1	85.5 ± 4.7	83.4 ± 5.6	92.0 ± 3.9	82.6 ± 4.7	..	78.2 ± 15.2	84.1 ± 3.7
Very remote	81.9 ± 19.5	..	65.1 ± 15.6	67.0 ± 9.8	67.9 ± 17.1	np	..	35.3 ± 15.5	57.8 ± 8.0

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

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

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

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

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

**NEA report Indicator 12:**

**NAPLAN student participation rates -**

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

Table NIRA.13      **Year 3 student participation in assessment, 2008 (per cent) (a)**

1. Average age (b) 2. Years of schooling (b)	<i>All students</i>			<i>Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
NSW	97.2	97.2	96.9	93.6	93.7	92.3
1. 8yrs 7mths						
2. 3yrs 4mths						
Victoria	96.0	95.7	95.8	89.7	89.9	89.1
1. 8yrs 9mths						
2. 3yrs 4mths						
Queensland	97.6	97.4	97.1	95.0	94.2	93.5
1. 8yrs 1mth						
2. 2yrs 4mths						
WA	95.2	95.3	95.1	84.6	85.7	84.1
1. 8yrs 5mths						
2. 3yrs 4mths						
SA	96.9	96.3	96.8	95.6	93.3	96.7
1. 8yrs 7mths						
2. 3yrs 4mths						
Tasmania	96.8	96.8	96.5	96.6	96.6	95.5
1. 8yrs 11mths						
2. 3yrs 4mths						
ACT	95.6	95.5	95.0	89.7	88.8	87.9
1. 8yrs 8mths						
2. 3yrs 4mths						
NT	82.7	81.9	83.1	71.0	70.2	71.8
1. 8yrs 6mths						
2. 3yrs 4mths						
Aust	96.6	96.4	96.3	90.2	89.9	89.4

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 3 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.14      **Year 5 student participation in assessment, 2008 (per cent) (a)**

1. Average age (b) 2. Years of schooling (b)	<i>All students</i>			<i>Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
NSW	97.5	97.5	97.2	92.7	92.9	91.7
1. 10yrs 7mths						
2. 5yrs 4mths						
Victoria	96.3	96.1	96.2	90.2	91.1	88.6
1. 10yrs 9mths						
2. 5yrs 4mths						
Queensland	97.8	97.7	97.5	94.9	94.6	93.8
1. 10yrs 1mth						
2. 4yrs 4mths						
WA	95.6	95.7	95.5	84.1	84.6	83.6
1. 10yrs 4mths						
2. 5yrs 4mths						
SA	97.1	96.8	97.1	96.7	95.0	96.7
1. 10yrs 7mths						
2. 5yrs 4mths						
Tasmania	96.8	96.6	96.3	97.1	97.1	95.5
1. 10yrs 11mths						
2. 5yrs 4mths						
ACT	96.4	96.4	95.8	91.4	92.4	92.4
1. 10yrs 8mths						
2. 5yrs 4mths						
NT	84.9	84.3	85.0	71.5	70.4	71.8
1. 10yrs 6mths						
2. 5yrs 4mths						
Aust	96.8	96.7	96.6	90.1	90.0	89.3

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 3 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.



Table NIRA.15      **Year 7 student participation in assessment, 2008 (per cent) (a)**

1. Average age (b) 2. Years of schooling (b)	<i>All students</i>			<i>Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
NSW	96.6	96.7	96.3	89.5	90.0	88.3
1. 12yrs 7mths						
2. 7yrs 4mths						
Victoria	95.7	95.5	95.8	85.2	84.8	86.5
1. 12yrs 9mths						
2. 7yrs 4mths						
Queensland	97.7	97.7	97.5	94.7	94.5	94.2
1. 12yrs 1mth						
2. 6yrs 4mths						
WA	95.7	95.7	95.4	86.3	86.2	83.8
1. 12yrs 0mths						
2. 6yrs 4mths						
SA	96.8	96.5	96.5	95.7	94.4	93.7
1. 12yrs 6mths						
2. 5yrs 4mths						
Tasmania	95.6	95.1	95.2	93.0	92.6	93.6
1. 12yrs 10mths						
2. 7yrs 4mths						
ACT	95.0	94.9	94.9	80.5	80.5	82.8
1. 12yrs 8mths						
2. 7yrs 4mths						
NT	79.5	78.8	80.5	63.2	61.3	65.5
1. 12yrs 6mths						
2. 7yrs 4mths						
Aust	96.3	96.2	96.1	87.9	87.7	87.4

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 3 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

Table NIRA.16      **Year 9 student participation in assessment, 2008 (per cent) (a)**

1. Average age (b) 2. Years of schooling (b)	<i>All students</i>			<i>Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
NSW	94.2	94.4	93.8	80.2	80.5	79.3
1. 14yrs 7mths						
2. 9yrs 4mths						
Victoria	92.2	92.5	92.5	77.7	78.5	79.2
1. 14yrs 9mths						
2. 9yrs 4mths						
Queensland	94.9	95.0	94.6	87.1	87.3	86.3
1. 14yrs 1mth						
2. 8yrs 4mths						
WA	93.1	93.1	93.0	71.4	72.3	71.6
1. 14yrs 0mths						
2. 8yrs 4mths						
SA	93.6	93.2	93.6	90.4	88.8	89.4
1. 14yrs 6mths						
2. 9yrs 4mths						
Tasmania	91.1	90.9	91.1	81.6	81.6	84.3
1. 14yrs 10mths						
2. 9yrs 4mths						
ACT	92.4	92.6	92.7	69.4	70.6	72.9
1. 14yrs 8mths						
2. 9yrs 4mths						
NT	79.9	78.5	79.3	61.8	59.8	61.4
1. 14yrs 5mths						
2. 9yrs 4mths						
Aust	93.5	93.6	93.3	79.7	79.7	79.3

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 3 students reported by schools which includes those absent and withdrawn.

(b) The average age and years of schooling is for all students, and are determined at the time of testing.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*, Melbourne.

## **NEA report Indicator 13:**

See also NEA attachment table for NEA indicator 3

### **Apparent retention rates from year 7-8**

- (i) national, by jurisdiction, by  
geo-location;**
- (ii) to year 10;**
- (iii) to year 12**

Table NIRA.17

Table NIRA.17 Apparent retention rates for students in years 7/8 to year 12, by Indigenous status, 2008 (per cent) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Indigenous students</b>									
Government schools	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
Non-Government schools	71.7	94.4	83.5	41.6	85.7	44.9	86.7	59.0	69.7
<b>All schools</b>	<b>36.0</b>	<b>46.4</b>	<b>60.5</b>	<b>40.4</b>	<b>48.2</b>	<b>36.0</b>	<b>53.1</b>	<b>49.7</b>	<b>46.5</b>
<b>Non-Indigenous students (b)</b>									
Government schools	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
Non-Government schools	78.2	90.9	92.6	83.2	90.8	73.4	72.9	40.4	85.1
<b>All schools</b>	<b>70.8</b>	<b>79.7</b>	<b>79.0</b>	<b>75.8</b>	<b>75.2</b>	<b>66.9</b>	<b>85.8</b>	<b>64.8</b>	<b>75.6</b>
<b>All students</b>									
Government schools	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
Non-Government schools	78.1	90.9	92.3	82.2	90.7	72.7	73.0	44.3	84.9
<b>All schools</b>	<b>69.6</b>	<b>79.4</b>	<b>78.0</b>	<b>73.6</b>	<b>74.4</b>	<b>64.8</b>	<b>85.2</b>	<b>60.1</b>	<b>74.5</b>

(a) The apparent retention rate to year 12 is a measure of the 2008 Year 12 student cohort as a proportion of the same cohort that commenced secondary school in either 2003 (NSW, Vic, Tas, ACT) or 2004 (Qld, SA, WA, NT).

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

Source : ABS (unpublished) *Schools Australia* , 2008.

## **NEA report Indicator 14:**

See NEA attachment tables for NEA indicator 2 (no additional data available).

**Attendance rates -  
(i) national, by jurisdiction, by  
geo-location;  
(ii) Year 1 to Year 10**

## **NEA report Indicator 15:**

See NEA attachment tables for NEA indicator 10 (no additional data available).

**The proportion of Indigenous 18–24  
year olds engaged in full time  
employment, education or training  
at or above Certificate III**

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## Attachment 1: Data Quality Statements

This attachment includes copies of all DQSs as provided by the data providers. Table 1.11 lists each performance indicator in the NEA and the page reference for the associated DQS. Table 1.12 lists each education and training related performance indicator in the NIRA and the page reference for the associated DQS.

**Table 1.11 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.	161; 163; 165
2. The proportion of Indigenous and low SES children (1) enrolled in and (2) attending school.	165; 168; 170
3. The proportion of Indigenous students completing Year 10.	172; 174
4. Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing	176; 179
5. Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing.	176; 179
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))	182
7. The proportion of the 19 year old population having attained at least a year 12 or equivalent or (Australian Qualifications Framework) AQF Certificate II	184; 186
8. The proportion of the 19 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II.	184; 186
9. The proportion of young people participating in post-school education or training six months after school.	189
10. The proportion of 18 to 24 year olds engaged in full-time employment, education or training at or above AQF Certificate III.	191

<sup>a</sup> Performance indicators are sourced from the table on pp. 8-9 of the NEA (2009b).

**Table 1.12 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. NAPLAN performance -	179
(i) national, by jurisdiction, by geo-location;	
(ii) years 3, 5, 7, 9;	
(iii) reading, writing, numeracy.	
12. NAPLAN student participation rates -	179
(i) national, by jurisdiction, by geo-location;	
(ii) years 3, 5, 7, 9;	
(iii) reading, writing, numeracy.	
13. Apparent retention rates from year 7-8	174; 193
(i) national, by jurisdiction, by geo-location;	
(ii) to year 10;	
(iii) to year 12.	
14. Attendance rates -	165
(i) national, by jurisdiction, by geo-location;	
(ii) Year 1 to Year 10.	
15. The proportion of Indigenous 18–24 year olds engaged in full-time employment, education or training at or above AQF Certificate III.	191

<sup>a</sup> Performance indicators are sourced from the NIRA (2009c).



## Data Quality Statement

### • Use for Indicator 1 – Measure 1a

<b>Indicator</b>	Children aged 6 – 15 enrolled in school in 2008 – Full-time plus Part-time
<b>Measure - Proportion</b>	<p><u>Numerator</u>: Number of full-time plus part-time All students aged 6-15 enrolled in school in the reference year (2008)</p> <p><u>Denominator</u>: Number of All persons aged 6-15 in 2008 from ABS Estimated Residential Population (ERP) series 2008 based on the 2006 Census of Population and Housing.</p>
<b>Data source</b>	<p>The National Schools Statistics Collection (NSSC) provides annual counts for the numerator.</p> <p>The denominator is sourced from ABS Estimated Residential Population (ERP) series 2008 based on the 2006 Census of Population and Housing.</p> <p><a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/3238.0.55.001Explatory%20Notes1Jun%202006?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/3238.0.55.001Explatory%20Notes1Jun%202006?OpenDocument</a></p>
<b>Institutional environment</b>	<p>Data on government and non-government schools are collected by the ABS through the non-finance National Schools Statistics Collection, which was established through the work of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see <a href="#">ABS Institutional Environment</a>.</p>
<b>Relevance</b>	<p>The NSSC collects information on enrolment for all years of schooling. Disaggregation by State and Territory and by Indigenous status is available. Socioeconomic status information is not currently available.</p>
<b>Timeliness</b>	<p>The NSSC is conducted annually in August. The results from NSSC 2008 were released in March 2009.</p> <p>The ERP is preliminary data and final data will be available after interCensal adjustments have been made to the ERP following the 2011 Census of Population and Housing.</p>
<b>Accuracy</b>	<p>As a census, the NSSC has a high response rate. The time lapse between actual movements of students, and receipt and entry of data about such movements, results in a small percentage of duplication of student records. A small percentage of students may have left school but have not yet had their records altered at the time of the census to reflect this change.</p>
<b>Coherence</b>	<p>The ABS seeks to maximise consistency and comparability over time within a collection by minimising changes to the collections. There is a range of differences between the scope, coverage, timing and collection methodologies of the NSSC and the ERP.</p> <p>Population data is estimated and is based on usual residence within a defined state or territory boundary, while school data may include students who cross those boundaries to attend school.</p>
<b>Interpretability</b>	<p>Information is available for the NSSC to aid interpretation of the data. See <a href="#">National Schools Statistics Collection</a> on the ABS website.</p>

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<b>Accessibility</b>	See <a href="#">National Schools Statistics Collection</a> for standard products available. Data are also available on request.
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## Data Quality Statement

- **Use for Indicator 1 – Measure 1b**

<b>Indicator</b>	D2 Children aged 6 – 16 enrolled in school grades 1-10 in 2008 – Full-time plus Part-time
<b>Measure - Proportion</b>	<p><u>Numerator</u>: Number of full-time plus part-time All students in years 1-10 enrolled in school in the reference year (2008)</p> <p><u>Denominator</u>: Number of All persons aged 6-16 in 2008 from ABS Estimated Residential Population (ERP) series 2008 based on the 2006 Census of Population and Housing.</p>
<b>Data source</b>	<p>The National Schools Statistics Collection (NSSC) provides annual counts for the numerator with disaggregation by Indigenous status.</p> <p>The denominator is sourced from ABS Estimated Residential Population (ERP) series 2008 based on the 2006 Census of Population and Housing.</p> <p><a href="http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/3238.0.55.001Explanatory%20Notes1Jun%202006?OpenDocument">http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/3238.0.55.001Explanatory%20Notes1Jun%202006?OpenDocument</a></p>
<b>Institutional environment</b>	<p>Data on government and non-government schools are collected by the ABS through the non-finance National Schools Statistics Collection, which was established through the work of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see <a href="#">ABS Institutional Environment</a>.</p>
<b>Relevance</b>	<p>The NSSC collects information on enrolment for all years of schooling. Disaggregation by state and territory and by Indigenous status is available. Information on the Indigenous status of students is obtained from school enrolment forms. Socioeconomic status information is not currently available.</p>
<b>Timeliness</b>	<p>The NSSC is conducted annually in August. The results from NSSC 2008 were released in March 2009.</p> <p>The ERP is preliminary data and final data will be available after intercensal adjustments have been made to the ERP following the 2011 Census of Population and Housing</p>
<b>Accuracy</b>	<p>As a census, the NSSC has a high response rate. The time lapse between actual movements of students, and receipt and entry of data about such movements, results in a small percentage of duplication of student records. A small percentage of students may have left school but have not yet had their records altered at the time of the census to reflect this change. Explanatory notes are available regarding the accuracy of the NSSC methodology, see: <a href="#">Explanatory Notes</a></p>
<b>Coherence</b>	<p>The ABS seeks to maximise consistency and comparability over time within a collection by minimising changes to the collections. There is a range of differences between the scope, coverage, timing and collection methodologies of the NSSC and the ERP</p>
<b>Interpretability</b>	<p>Information is available for the NSSC to aid interpretation of the data. See</p>

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	<a href="#">National Schools Statistics Collection</a> on the ABS website.
<b>Accessibility</b>	See <a href="#">National Schools Statistics Collection</a> for standard products available. Data are also available on request.

## Data Quality Statement

- Use for Indicators 1 and 2 – Measure 2
- Use for Indicator 14

<b>Indicator</b>	As stated in the relevant National Agreement – 1. The proportion of children enrolled in and attending school. 2. The proportion of Indigenous and low SES children enrolled in and attending school. [For student attendance data – only required to address ‘attending’ component for these indicators].
<b>Measure (computation)</b>	1. Numerator – aggregate number of actual days in attendance in the collection period, for children in Years 1 10 (children enrolled full-time only). 2. Denominator – aggregate number of possible days for attendance in the collection period, for children in Years 1 10 (students enrolled full-time only). 3. Rate or proportion – rate (percentage) by Indigenous status.
<b>Data source/s</b>	Specify for each data item (for rate or proportion specify if different for numerator and denominator) including relevant catalogue number if available – the raw data are published on MCEETYA's public website in the Statistical Annex of the annual <i>National Report on Schooling in Australia</i> (ANR): <a href="http://cms.curriculum.edu.au/anr2007/pdfs/2007Stats.pdf">http://cms.curriculum.edu.au/anr2007/pdfs/2007Stats.pdf</a>
<b>Institutional environment</b>	In accordance with the requirements of the <i>Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004</i> , each jurisdiction and sector must provide a report about student attendance at the school, in a manner that is meaningful and allows ready comparisons to be made between States and Territories. The data are collected by the PMRT Secretariat located within the Queensland Government Department of Education and Training (QLD DET). PMRT developed a standard process and template for collection of the data from the government, Catholic and independent school sectors. The non-government sector data is compiled by the Australian Government Department of Employment, Education and Workplace Relations (DEEWR). The data are provided to PMRT members for endorsement. The data are approved for publication by the Australian Education Officials Systems Committee (AESOC).
<b>Relevance</b>	The data provide an indicative measure of full-time student attendance <u>within</u> each State, Territory and for each of the non-government schooling sectors, across Years 1-10. The data are provided by male/female and Indigenous/non-Indigenous categories. Data on socioeconomic status (or equivalent) are not collected. The data are not nationally comparable in their present form due to variability in the collection methodologies used across the schooling sectors. Further information about the different collection methodologies is available in Explanatory Notes for the 2007 student attendance data, published in Statistical Annex of the 2007 ANR: <a href="http://cms.curriculum.edu.au/anr2007/pdfs/2007Stats.pdf">http://cms.curriculum.edu.au/anr2007/pdfs/2007Stats.pdf</a> The data do not provide information about school enrolments. Due to variability in the collection and reporting process, the data are not comparable across States, Territories or sectors. National percentages (totals) are not available as the data are not sufficiently robust to be added or averaged. The data in their current form are not

	suitable for statistical analysis due to inconsistency in collection methodologies.
<b>Timeliness</b>	<p>AESOC agreed that student attendance be measured over the first semester. However, due to variance in the systems in place for collecting student attendance data across the sectors and jurisdictions, it is not yet possible to collect the data consistently across Australia in all jurisdictions/sectors.</p> <p>All States and Territories, with the exception of South Australia, collected the data over Semester 1, 2007. South Australia collected the data in Term 2, 2007. The non-government sectors agreed to collect the data over a period including the last 20 days in May 2007. Both the Catholic and independent school sectors collected the data during the period 7 May to 1 June 2007.</p> <p>Student attendance data was first published in the 2007 ANR in January 2009.</p>
<b>Accuracy</b>	<p>Interim arrangements for collection of the data have been agreed by AESOC until such time as all schooling sectors can collect and report on the data in a nationally consistent and comparable way.</p> <p>Missing data may occur due to small cell sizes, i.e. Indigenous or disaggregated data.</p> <p>Some States do not report ungraded data separately for primary and secondary students.</p> <p>Percentages in each cell are rounded to the nearest whole number.</p>
<b>Coherence</b>	<p>PMRT has developed a process that provides a reasonable level of control over the information provided, given that States, Territories and non-government schooling sectors use different systems for collecting and reporting the data.</p> <p>The PMRT Secretariat is in the process of collecting the second year of student attendance data, i.e. for 2008. The data for each school year could be reviewed, for each State, Territory or sector, against data from the previous year, based on the assumption that the collection methodology had not changed. All schooling sectors are required to move towards greater consistency in collection methodology over the next few years.</p>
<b>Accessibility</b>	<p>The data are reported in the ANR, in the chapter on Attendance, Participation and Attainment, and in the Statistical Annex – both published on MCEETYA's public website. A subset of this information is also reported in the Report on Government Services (ROGS). The data are reported separately for the government, Catholic and independent school sectors, by male/female and Indigenous/non-Indigenous categories, across Years 1-10 of schooling, and for primary and secondary ungraded students.</p> <p>No additional data are available, i.e. everything that is available is published in the ANR.</p>
<b>Interpretability</b>	<p>The raw data are published as percentages in six tables, by sector, male/female, and Indigenous/non-Indigenous. Some of this information is also reproduced in the ANR in graphics with accompanying text. The data tables in the Statistical Annex of the ANR are accompanied by Explanatory Notes about the data collection methodology used in each State/Territory and sector.</p> <p>The 2007 ANR Student attendance data Explanatory Notes are available online at:  <a href="http://cms.curriculum.edu.au/anr2007/pdfs/2007Stats.pdf">http://cms.curriculum.edu.au/anr2007/pdfs/2007Stats.pdf</a></p> <p>MCEETYA's measure for student attendance is published in the</p>

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	approved Measurement Framework for National Key Performance Measures: <a href="http://www.mceetya.edu.au/verve/resources/PMRT_Measurement_Framework_National_KPMs.pdf">http://www.mceetya.edu.au/verve/resources/PMRT_Measurement_Framework_National_KPMs.pdf</a>
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## Data Quality Statement

### • Use for Indicator 2 – Measure 1a

<b>Indicator</b>	Children age 6 – 15 enrolled in school in 2006 – Full-time plus Part-time (by Indigenous status)
<b>Measure</b> <b>- Proportion</b>	<p><b>1. Indigenous</b></p> <p><u>Numerator 1:</u> Number of full-time plus part-time Indigenous students aged 6-15 enrolled in school in the reference year (2006)</p> <p><u>Denominator 1:</u> Number of full-time Indigenous persons aged 6-15 years from ABS Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006.</p> <p><b>2. Non-Indigenous</b></p> <p><u>Numerator 2:</u> Number of full-time plus part-time Non-Indigenous students aged 6-15 enrolled in school in the reference year (2006)</p> <p><u>Denominator 2:</u> : Number of full-time Non-Indigenous persons aged 6-15 years in 2006 from ABS Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006.</p> <p><b>3. All</b></p> <p><u>Numerator 3:</u> Number of full-time plus part-time All students aged 6-15 enrolled in school in the reference year (2006)</p> <p><u>Denominator 3:</u> Number of All persons aged 6-15 in 2006 from ABS Estimated Residential Population (ERP) series 2006 based on the 2006 Census of Population and Housing.</p>
<b>Data source</b>	<p>The National Schools Statistics Collection (NSSC) provides annual counts for the numerator with disaggregation by Indigenous status.</p> <p><u>Denominator 1</u> is source from the ABS Experimental Indigenous Projections by State, and Age, based on 2006 Census.</p> <p><u>Denominator 2:</u> : Number of full-time Non-Indigenous persons aged 6-15 years in 2006 from experimental Indigenous projections 2006, based on 2006 Census of Population and Housing.</p> <p><u>Denominator 3:</u> Number of All persons aged 6-15 years 2006 from ABS Estimated Residential Population (ERP) series 2006 based on the 2006 Census of Population and Housing.</p>
<b>Institutional environment</b>	<p>Data on government and non-government schools are collected by the ABS through the non-finance National Schools Statistics Collection, which was established through the work of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see <a href="#">ABS Institutional Environment</a>.</p>
<b>Relevance</b>	<p>The NSSC collects information on enrolment for all years of schooling. Disaggregation by State and Territory and by Indigenous status is available. Socioeconomic status information is not currently available.</p>
<b>Timeliness</b>	<p>The NSSC is conducted annually in August. The results from NSSC 2008 were released in March 2009.</p> <p>The Denominator for this indicator is sourced from ABS Experimental</p>



	Indigenous resident population for June 2006, released in August 2008. Projections of the Indigenous population, based on the 2006 Census, will be released in September 2009.
<b>Accuracy</b>	<p>Two data sources are used for this measure: administrative data on school enrolments (the NSSC) are used for the numerator and ABS Estimated Residential Population (ERP) data are used for the denominator. The latter estimates for the Indigenous population are experimental.</p> <p>The accuracy of Indigenous identification within the NSSC is not known, no adjustments have been made to the data to correct for differences in the propensity to identify between jurisdictions. On the other hand, the method of calculation for the ABS Experimental Estimates of Aboriginal and Torres Strait Islander Australians includes adjustment for Census undercount and unknown Indigenous status. Further information is available in the <a href="#">Technical Notes</a> for the estimates.</p> <p>As a census, the NSSC has a high response rate. The time lapse between actual movements of students, and receipt and entry of data about such movements, result in a small amount of duplication of student records. Furthermore, a small number of students may have left school but have not yet had their records altered at the time of the census to reflect this change.</p>
<b>Coherence</b>	<p>The ABS seeks to maximise consistency and comparability over time within a collection by minimising changes to the collections. There is a range of differences between the scope, coverage, timing and collection methodologies of the NSSC and the ERP.</p> <p>Population data is estimated and is based on usual residence within a defined state or territory boundary, while school data may include students who cross those boundaries to attend school.</p>
<b>Interpretability</b>	Information is available for the NSSC to aid interpretation of the data. See <a href="#">National Schools Statistics Collection</a> on the ABS website.
<b>Accessibility</b>	See <a href="#">National Schools Statistics Collection</a> for standard products available. Data are also available on request. The annual proxy measure is available on the ABS website as a standard product from the NSSC.

## Data Quality Statement

### • Use for Indicator 2 – Measure 1b

<b>Indicator</b>	Children aged 6 – 16 enrolled in school grades 1-10 in 2006 – Full-time plus Part-time (by Indigenous status)
<b>Measure - Proportion</b>	<p><b>1. Indigenous</b></p> <p><u>Numerator 1:</u> Number of full-time plus part-time Indigenous students in years 1-10 enrolled in school in the reference year (2006)</p> <p><u>Denominator 1:</u> Number of full-time Indigenous persons aged 6-16 years in 2006 from ABS Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006.</p> <p><b>2. Non-Indigenous</b></p> <p><u>Numerator 2:</u> Number of full-time plus part-time Non-Indigenous students in years 1-10 enrolled in school in the reference year (2006)</p> <p><u>Denominator 2:</u> Number of full-time Non-Indigenous persons aged 6-16 years in 2006 from ABS Experimental Estimates of Aboriginal and Torres Strait Islander Australians, June 2006.</p> <p><b>3. Measure All</b></p> <p><u>Numerator 3:</u> Number of full-time plus part-time All students in years 1-10 enrolled in school in the reference year (2006)</p> <p><u>Denominator 3:</u> Number of All persons aged 6-16 in 2006 from ABS Estimated Residential Population (ERP) series 2006 based on the 2006 Census of Population and Housing.</p>
<b>Data source</b>	<p>The National Schools Statistics Collection (NSSC) provides annual counts for the numerator with disaggregation by Indigenous status.</p> <p><u>Denominator 1</u> is source from the ABS Experimental Indigenous Projections by State, and Age, based on 2006 Census.</p> <p><u>Denominator 2:</u> Number of full-time Non-Indigenous persons aged 6-16 years in 2006 from experimental estimated resident Australian Indigenous population, 30 June 2006, 2006 Census of Population and Housing based.</p> <p><u>Denominator 3:</u> Number of All persons aged 6-16 years 2006 from ABS Estimated Residential Population (ERP) series 2006 based on the 2006 Census of Population and Housing.</p>
<b>Institutional environment</b>	<p>Data on government and non-government schools are collected by the ABS through the non-finance National Schools Statistics Collection, which was established through the work of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see <a href="#">ABS Institutional Environment</a>.</p>
<b>Relevance</b>	<p>The NSSC collects information on enrolment for all years of schooling. Disaggregation by state and territory and by Indigenous status is available. Information on the Indigenous status of students is obtained from school enrolment forms. Socioeconomic status information is not currently available.</p>
<b>Timeliness</b>	<p>The NSSC is conducted annually in August. The results from NSSC 2008 were released in March 2009.</p>

	<p>The Denominator for this indicator is sourced from ABS Experimental Indigenous resident population for June 2006, released in August 2008. Projections of the Indigenous population, based on the 2006 Census, will be released in September 2009.</p>
<b>Accuracy</b>	<p>Two data sources are used for this measure: administrative data on school enrolments (the NSSC) are used for the numerator and ABS Estimated Residential Population (ERP) data are used for the denominator. The latter estimates for the Indigenous population are experimental.</p> <p>The accuracy of Indigenous identification within the NSSC is not known, no adjustments have been made to the data to correct for differences in the propensity to identify between jurisdictions. On the other hand, the method of calculation for the ABS Experimental Estimates of Aboriginal and Torres Strait Islander Australians includes adjustment for Census undercount and unknown Indigenous status. Further information is available in the <a href="#">Technical Notes</a> for the estimates.</p> <p>As a census, the NSSC has a high response rate. The time lapse between actual movements of students, and receipt and entry of data about such movements, result in a small amount of duplication of student records. Furthermore, a small number of students may have left school but have not yet had their records altered at the time of the census to reflect this change.</p>
<b>Coherence</b>	<p>The ABS seeks to maximise consistency and comparability over time within a collection by minimising changes to the collections. There is a range of differences between the scope, coverage, timing and collection methodologies of the NSSC and the ERP</p> <p>ERP is the official measure of the population of states and territories and is highly appropriate for use as denominator.</p>
<b>Interpretability</b>	<p>Information is available for the NSSC to aid interpretation of the data. See <a href="#">National Schools Statistics Collection</a> on the ABS website.</p>
<b>Accessibility</b>	<p>See <a href="#">National Schools Statistics Collection</a> for standard products available. Data are also available on request. The annual proxy measure is available on the ABS website as a standard product from the NSSC.</p>

## Data Quality Statement

- Use for Indicator 3 – Measure (a)

<b>Indicator</b>	Proportion of Indigenous students completing Year 10																						
<b>Measure</b> <b>(1) Benchmark</b>	<p><u>Numerator:</u> Number of Indigenous persons aged 15-19, who have completed Year 10 or above.</p> <p><u>Denominator:</u> Number of Indigenous persons in the Australian population, aged 15-19.</p>																						
<b>Data Source/s</b>	The ABS Census of Population and Housing (Census) provides five-yearly benchmarking data and disaggregations by Indigenous status and socio-economic status. Based on those people who identify as having completed Year 10 or above. For information on the Census scope and coverage, see <a href="#">Census Quality Statement</a> .																						
<b>Institutional environment</b>	For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see <a href="#">ABS Institutional Environment</a> .																						
<b>Relevance</b>	<p>The Census collects information on school completion for Year 10 and above. Disaggregations by state and territory, by Indigenous status, and by Socioeconomic Indexes for Areas (SEIFA) are available.</p> <p>Census data are available 5-yearly.</p>																						
<b>Timeliness</b>	Census data relating to the 2008 reporting period are not available. The Census is conducted every five years, with the most recent Census conducted in 2006. Census data on education and training are generally available on the ABS website 12 to 18 months after the Census.																						
<b>Accuracy</b>	<p>Potential sources of error in Census data include failure to return a Census form or failure to answer every applicable question. Neither of these sources of error is considered to have affected the quality of data reported against this indicator for the total population, however for the Indigenous estimates, undercounting of Indigenous Australians may introduce bias into the results which would affect the comparability of estimates among jurisdictions. The net undercount for all Indigenous Australians was estimated at 11.5%, calculated as the difference between the Census count and estimated Indigenous population on Census night. Estimates of the Indigenous net undercount for all jurisdictions are included below:</p> <table> <tr> <th colspan="2">Estimated Indigenous net undercount by state/territory</th></tr> <tr> <th></th><th>Undercount rate %</th></tr> <tr> <td>NSW</td><td>8.6</td></tr> <tr> <td>Vic.</td><td>9.4</td></tr> <tr> <td>Qld</td><td>11.6</td></tr> <tr> <td>SA</td><td>8.6</td></tr> <tr> <td>WA</td><td>16.6</td></tr> <tr> <td>Tas.</td><td>8.8</td></tr> <tr> <td>NT</td><td>16.0</td></tr> <tr> <td>ACT</td><td>8.8</td></tr> <tr> <td>Australia</td><td>11.5</td></tr> </table> <p>Source: ABS 2008 (Cat no. 3238.0.55.001).</p> <p>Quality statements for these data items are available, see particularly: <a href="#">Highest year of school completed</a> and <a href="#">Indigenous Status</a>.</p>	Estimated Indigenous net undercount by state/territory			Undercount rate %	NSW	8.6	Vic.	9.4	Qld	11.6	SA	8.6	WA	16.6	Tas.	8.8	NT	16.0	ACT	8.8	Australia	11.5
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Qld	11.6																						
SA	8.6																						
WA	16.6																						
Tas.	8.8																						
NT	16.0																						
ACT	8.8																						
Australia	11.5																						

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<b>Coherence</b>	<p>The annual proxy measure of the apparent retention rate (ARR) is not comparable to this Census benchmark measure as the ARR is based on those who are undertaking study at school at the Year 10 level as at August in the reference year and they may not go on to complete Year 10.</p> <p>The Australian Standard Classification of Education (ASCED) has been used in all Censuses with education items since 2001 which allows the education and training items between different Censuses to be compared.</p>
<b>Interpretability</b>	<p>Information is available to aid interpretation of the data. See <a href="#">Census Reference and Information</a> on the ABS website.</p>
<b>Accessibility</b>	<p>See <a href="#">Census Products</a> for standard products available. Data are also available on request.</p>

## Data Quality Statement

- Use for Indicator 3 – Measure (b)
- Use for Indicator 13 – Measure ‘to year 10’

<b>Indicator</b>	Proportion of Indigenous students completing year 10
<b>Measure</b> <b>- Annual proxy</b>	<p>Apparent retention rate to year 10:</p> <p><u>Numerator:</u> Number of full-time Indigenous persons in Year 10 in the reference year (2008)</p> <p><u>Denominator:</u> Number of full-time Indigenous persons in the base year (Year 7 in NSW, Vic, Tas and ACT in 2005 and Year 8 in Qld, WA, SA and NT in 2006)</p>
<b>Data Source</b>	The National Schools Statistics Collection (NSSC) provides annual counts for the numerator and denominator with disaggregation by Indigenous status. For information on the NSSC scope and coverage, see <a href="#">NSSC Explanatory Notes</a> .
<b>Institutional environment</b>	<p>Data on government and non-government schools are collected by the ABS through the non-finance National Schools Statistics Collection (NSSC), which was established through the work of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see <a href="#">ABS Institutional Environment</a>.</p>
<b>Relevance</b>	<p>The NSSC collects information on enrolment for all years of schooling. Disaggregation by State and Territory and by Indigenous status is available. Socioeconomic status information is not currently available.</p> <p>The annual proxy is a measure of the proportion of Indigenous students who commenced secondary school, who have remained in secondary school to undertake Year 10, that is, an Apparent Retention Rate (ARR). It is not a measure of the proportion of Indigenous students who actually completed Year 10.</p>
<b>Timeliness</b>	The NSSC is conducted annually in August. The results from NSSC 2008 were released in March 2009.
<b>Accuracy</b>	As a census, the NSSC has a high response rate. The time lapse between actual movements of students, and receipt and entry of data about such movements, results in a small percentage of duplication of student records. A small percentage of students may have left school but have not yet had their records altered at the time of the census to reflect this change. 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. Explanatory notes are available regarding the accuracy of the NSSC methodology and ARR, see: <a href="#">Explanatory Notes</a> .
<b>Coherence</b>	The ARR is not comparable to the Census of Population and Housing benchmark measure used to separately report this indicator as the ARR is

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	<p>based on those who are undertaking study at the Year 10 level as at August in the reference year and they may not go on to complete Year 10.</p> <p>The NSSC data items used to construct the ARRr are consistent and comparable over time, and support assessment of annual change.</p>
<b>Interpretability</b>	<p>Information is available for the NSSC to aid interpretation of the data. See <a href="#">National Schools Statistics Collection</a> on the ABS website.</p>
<b>Accessibility</b>	<p>See <a href="#">National Schools Statistics Collection</a> for standard products available. Data are also available on request. The annual proxy measure is available on the ABS website as a standard product from the NSSC.</p>

## Data Quality Statement

### • Use for Indicators 4 and 5

<b>Indicator</b>	As stated in the relevant National Agreement - Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing
<b>Measure (computation)</b>	For data item, technical definition of data item For rate or proportion, separately identifying: 1. numerator - number of students that achieved at or above the national minimum standard for reading, writing and numeracy, in years 3, 5, 7 and 9 2. denominator – total population of all students in years 3, 5, 7 and 9 3. Rate or proportion – proportion at or above the national minimum standard.
<b>Data source</b>	Specify for each data item (for rate or proportion specify if different for numerator and denominator) including relevant catalogue number if available – NAPLAN data sourced from MCEETYA publication, <i>National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008</i> , December 2008 <a href="http://www.curriculum.edu.au/mceetya/naplan_2008_report,25841.html">http://www.curriculum.edu.au/mceetya/naplan_2008_report,25841.html</a>
<b>Institutional environment</b>	Test administration authorities for the states and territories collect data and their data management teams provide data for analysis. As project manager on behalf of AESOC for NAPLAN 2008 and 2009, Curriculum Corporation (CC) supplies data to the central analysis (national data) contractor (ACER). CC is a company limited by guarantee of which the members are the Commonwealth, State and Territory Ministers of Education. The Board comprises appointees of each the Ministers, a nominee of the National Catholic Education Commission, a nominee of the National Council of Independent Schools' Association, two representatives of MCEETA (the Ministerial Council on Education, Employment, Training and Youth Affairs), one representative of teachers and one representative of parents. CC's authority to collect the data is found by reference to: <ul style="list-style-type: none"> <li>• the funding agreements between the Commonwealth of Australia through the Department of Education, Employment and workplace Relations and CC for CC to manage NAPLAN until the end of 2009 (and pursuant to that program, to collect the data); and</li> <li>• the consent of the Commonwealth, State and Territory Governments and the Catholic and independent schools sector through the AESOC (Australian Education Standing Officials Committee) Steering Group (NAPLAN) for CC to manage NAPLAN and pursuant to that program to collect the data. Each of above-mentioned parties are represented on the AESOC Steering Group.</li> </ul> ACER undertakes analysis of national data and is advised through a process of consultation with the AESOC-appointed Expert Advisory Group (EAG). The process is endorsed by the EAG. All analysis is undertaken with a parallel independent process as a quality assurance measure. Test administration authorities for the states and territories audit the content of the final report.
<b>Relevance</b>	The aim of NAPLAN is to test all schools and all students in Australia in Years 3, 5, 7 and 9. Under the National Education Agreement, all schools are required to participate in NAPLAN testing. Students are classified in three ways: assessed, exempt, absent/withdrawn. Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of



	<p>students reported by schools, which includes those absent and withdrawn.</p> <p>Exempt students are defined as follows: Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.</p> <p>Exempt students are not assessed and are deemed not to have met the national minimum standard.</p> <p>Data on assessed students is collected from test booklets. Data on exempt and absent/withdrawn students is collected from schools.</p>
<b>Timeliness</b>	<p>The NAPLAN tests are conducted every year in early May. The 2008 test dates were 13, 14 and 15 May. The Summary National Report was released in September 2008. The <i>National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008</i> was released by Education Ministers on 19 December 2008.</p>
<b>Accuracy</b>	<p>Student achievements for literacy and numeracy are reported on five national achievement scales. The scales consist of 10 bands to cover the full range of student achievement across Year 3 to Year 9.</p> <p>School participation data is not collected. The National Report includes only student participation rate.</p> <p>Student participation rates are reported for each of the five domains, each year level and each state and territory. Participation rates differ across each of these categories. Participation rates are also reported by LBOTE and Indigenous status.</p> <p>95% confidence intervals are reported for the average (mean) scale scores, percentage of students in each band and percentage of students at or above the national minimum standard.</p> <p>In the majority of tables, percentages are expressed to one decimal place. In a small number of cases, percentages are rounded to the nearest whole number.</p> <p>The percentages of students represented in all tables are rounded and may not sum to 100.</p> <p>The results for the National Report are calculated based on five sets of plausible values drawn based on students' responses and conditioning on background variables.</p> <p>No weightings were applied.</p> <p><u>Missing data for parental education and parental occupation</u></p> <p>Due to the high 'not stated' rate of parental education and occupation in some school sectors in States and Territories, this information is reported at the national level only.</p> <p>Proportion of all students with parental education 'not stated': Year 3, 45%; Year 5, 47%; Year 7, 40%; Year 9, 44%.</p> <p>Proportion of all students with parental occupation 'not stated': Year 3, 47%; Year 5, 49%; Year 7, 42%; Year 9, 46%.</p> <p>Parental occupation/parental education may not have been stated on enrolment forms or may have been labelled optional.</p> <p>The population comprises all students in Years 3, 5, 7 and 9 as identified by jurisdictions</p>
<b>Coherence</b>	<p>The same tests are used for all schools and all students.</p> <p>Average age and years of schooling are reported as at the time of testing. These differ between states and territories.</p>

	Data on assessed students is collected from test booklets. Data on exempt and absent/withdrawn students is collected from schools.
<b>Interpretability</b>	<p>Commentary and notes are provided in the National Report to assist with the interpretation of the statistical data.</p> <p>The 2009 Data Standards Manual (MCEETYA) provides information to assist schools and school systems to collect student background information from parents as agreed by Education Ministers.</p> <p><a href="http://www.mceetya.edu.au/mceetya/data_standards_manual_2009,26299.html">http://www.mceetya.edu.au/mceetya/data_standards_manual_2009,26299.html</a></p>
<b>Accessibility</b>	<p>The <i>National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008</i>, released by Education Ministers on 19 December 2008, is publicly available on the MCEETYA website. The NAPLAN website makes explicit reference to this document and provides a link with the website.</p> <p>Raw data collected by jurisdictions is held as work-in-progress by the Contractor for the purposes of conducting the analysis and generating the National Report. Its purpose is to inform national reporting and is not available for other purposes.</p>

## Data Quality Statement

- Use for Indicators 4 and 5
- Use for Indicators 11 and 12

<b>Indicator</b>	As stated in the relevant National Agreement - Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing
<b>Measure (computation)</b>	<p>For data item, technical definition of data item</p> <p>For rate or proportion, separately identifying:</p> <ol style="list-style-type: none"> <li>1. numerator - number of students that achieved at or above the national minimum standard for reading, writing and numeracy, in years 3, 5, 7 and 9, (by Indigenous status; by SES (based on parental occupation and parental education)</li> <li>2. denominator – total population of all students in years 3, 5, 7 and 9 (by Indigenous status; by SES (based on parental occupation and parental education)</li> <li>3. Rate or proportion – proportion at or above the national minimum standard.</li> </ol>
<b>Data source</b>	<p>Specify for each data item (for rate or proportion specify if different for numerator and denominator) including relevant catalogue number if available – NAPLAN data sourced from MCEETYA publication, the <i>National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008</i> December 2008</p> <p><a href="http://www.curriculum.edu.au/mceetya/naplan_2008_report.25841.html">http://www.curriculum.edu.au/mceetya/naplan_2008_report.25841.html</a></p>
<b>Institutional environment</b>	<p>Test administration authorities for the states and territories collect data and their data management teams provide data for analysis. As project manager on behalf of AESOC for NAPLAN 2008 and 2009, Curriculum Corporation supplies data to the central analysis (national data) contractor (ACER). ACER undertakes analysis of national data and is advised through a process of consultation with the AESOC-appointed Expert Advisory Group (EAG). The process is endorsed by the EAG. All analysis is undertaken with a parallel independent process as a quality assurance measure. Test administration authorities for the states and territories audit the content of the final report.</p> <p>CC is a company limited by guarantee of which the members are the Commonwealth, State and Territory Ministers of Education. The Board comprises appointees of each the Ministers, a nominee of the National Catholic Education Commission, a nominee the National Council of Independent Schools' Association, two representatives of MCEETA (the Ministerial Council on Education, Employment, Training and Youth Affairs), one representative of teachers and one representative of parents. CC's authority to collect the data is found by reference to:</p> <ul style="list-style-type: none"> <li>•the funding agreements between the Commonwealth of Australia through the Department of Education, Employment and workplace Relations and CC for CC to manage NAPLAN until the end of 2009 (and pursuant to that program, to collect the data); and t</li> <li>•he consent of the Commonwealth, State and Territory Governments and the Catholic and independent schools sector through the AESOC (Australian Education Standing Officials Committee) Steering Group (NAPLAN) for CC to manage NAPLAN and pursuant to that program to collect the data. Each of above- mentioned parties are represented on the AESOC Steering Group.</li> </ul>

<b>Relevance</b>	<p>The aim of NAPLAN is to test all schools and all students in Australia in Years 3, 5, 7 and 9. Under the National Education Agreement, all schools are required to participate in NAPLAN testing.</p> <p>Students are classified in three ways: assessed, exempt, absent/withdrawn. Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn.</p> <p>Exempt students are defined as follows: Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.</p> <p>Exempt students are not assessed and are deemed not to have met the national minimum standard.</p> <p>Data on assessed students is collected from test booklets. Data on exempt and absent/withdrawn students is collected from schools.</p>
<b>Timeliness</b>	<p>The NAPLAN tests are conducted every year in early May. The 2008 test dates were 13, 14 and 15 May. The Summary National Report was released in September 2008. The <i>National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008</i> was released by Education Ministers on 19 December 2008.</p>
<b>Accuracy</b>	<p>Student achievements for literacy and numeracy are reported on five national achievement scales. The scales consist of 10 bands to cover the full range of student achievement across Year 3 to Year 9.</p> <p>School participation data is not collected. The National Report includes only student participation rate.</p> <p>Participation rates for Indigenous students are reported for each of the five domains, each year level and each state and territory. Participation rates differ across each of these categories. Participation rates for non-Indigenous are not published as a separate category but could be calculated using the student participation for all students and student participation for Indigenous students.</p> <p>Achievement rates as reported by band levels are provided for both Indigenous and non-Indigenous students by domain, year level and state and territory.</p> <p>95% confidence intervals are reported for the average (mean) scale scores, percentage of students in each band and percentage of students at or above the national minimum standard.</p> <p>In the majority of tables, percentages are expressed to one decimal place. In a small number of cases, percentages are rounded to the nearest whole number.</p> <p>The percentages of students represented in all tables are rounded and may not sum to 100.</p> <p>The results for the National Report are calculated based on five sets of plausible values drawn based on students' responses and conditioning on background variables.</p> <p>No weightings were applied.</p> <p><u>Missing data for parental education and parental occupation</u></p> <p>Due to the high 'not stated' rate of parental education and occupation in some school sectors in States and Territories, this information is reported at the national level only.</p> <p>Proportion of all students with parental education 'not stated': Year 3, 45%; Year 5, 47%; Year 7, 40%; Year 9, 44%.</p> <p>Proportion of all students with parental occupation 'not stated': Year 3,</p>

	<p>47%; Year 5, 49%; Year 7, 42%; Year 9, 46%.</p> <p>Parental occupation/parental education may not have been stated on enrolment forms or may have been labelled optional.</p> <p><u>Non-response for ATSI status</u></p> <p>The non-response for ATSI status is approximately 3% nationally. This data is captured from student test book covers.</p> <p>3% of students did not state their ATSI status on the test book cover.</p>
<b>Coherence</b>	<p>The same tests are used for all schools and all students.</p> <p>Average age and years of schooling for all students are reported as at the time of testing. These differ between states and territories.</p> <p>Data for Indigenous status is collected from student test book covers. Data for SES (parent occupation/parent education) is collected by schools on student enrolment.</p> <p>Data is reported for Indigenous students for each domain, year level, and state and territory. Further data is provided by geolocation.</p>
<b>Interpretability</b>	<p>Commentary and notes are provided in the National Report to assist with the interpretation of the statistical data.</p> <p>The 2009 Data Standards Manual (MCEETYA) provides information to assist schools and school systems to collect student background information from parents as agreed by Education Ministers.</p> <p><a href="http://www.mceetya.edu.au/mceetya/data_standards_manual_2009,26299.html">http://www.mceetya.edu.au/mceetya/data_standards_manual_2009,26299.html</a></p>
<b>Accessibility</b>	<p>The <i>National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2008</i>, released by Education Ministers on 19 December 2008, is publicly available on the MCEETYA website. The NAPLAN website makes explicit reference to this document and provides a link with the website.</p> <p>Raw data collected by jurisdictions is held as work-in-progress by the Contractor for the purposes of conducting the analysis and generating the National Report. Its purpose is to inform national reporting and is not available for other purposes.</p>

## Data Quality Statement

### • Use for Indicator 6

<b>Indicator</b>	As stated in the relevant National Agreement – The proportion of students in the bottom and top levels of performance in international testing (for example, PISA, TIMSS).
<b>Measure (computation)</b>	For data item, technical definition of data item For rate or proportion, separately identifying: 1. numerator - number of students that achieved at or above the nationally agreed proficiency level (Level 3 for PISA) on reading literacy, mathematical literacy and scientific literacy 2. denominator – total population of all students 3. Rate or proportion – proportion at or above the nationally agreed proficiency level. Data required by Indigenous status. Data required by socioeconomic status.
<b>Data source</b>	PISA Australia data base
<b>Institutional environment</b>	As a private, not-for-profit company, independent of government, ACER receives no direct financial support and generates its entire income through contracted research and development projects and through products and services that it develops and distributes.
<b>Relevance</b>	<p>PISA collects internationally standardised background information and achievement in mathematics, reading and science on 15-year-old students in Australia, all OECD countries and about 30 other countries. Data in Australia are disaggregated by state, gender, Indigenous status, language background and socio economic status.</p> <p>Schools were selected with a probability proportional to estimated enrolment size of PISA age-related students within the strata. The only schools that were excluded from the sample were hospital and correctional schools, distance education schools, remote off-shore and very remote mainland schools and schools instructing in a language other than English.</p> <p>The student sample is drawn from all PISA-eligible students in the country. In all, six per cent of the national enrolled population of 15-year-old students is tested and surveyed. This represents a weighted coverage of 98% of the national enrolled population.</p> <p>The sample is stratified by state, school sector, and by the MCEETYA Schools Geographic Location Classification. Smaller states and Indigenous students are oversampled.</p> <p>Data are collected from test forms (for the achievement data) and surveys (for the attitudinal and background data).</p>
<b>Timeliness</b>	PISA is conducted on a three-yearly cycle. Data are publicly released in December in the year after the conclusion of all testing. Data are collected over a six-week period mid-year.
<b>Accuracy</b>	The response rate for PISA is very high (the 2006 PISA school response rate was 99% and the student response rate was 86%). Nationally and in each state, the measures have acceptable (less than 25%) relative standard errors (RSEs).

	<p>While the students included in the final PISA sample for a given country were chosen randomly, the selection probabilities of the students vary. Survey weights are therefore incorporated into the analysis to ensure that each sampled student represents the correct number of students in the full PISA population.</p> <p>For full details of all weighting procedures, including those for student and school non-response, see the PISA 2006 Technical Report (OECD, 2009). All weighting procedures are overseen by the International Sampling Referees at Westat, in the United States.</p> <p>Data are rounded for publication, however this rounding is not considered to have any effect on the accuracy of the findings.</p>
<b>Coherence</b>	<p>The data items used to construct the measures are consistent and comparable. The same basic surveys are completed by all respondents nationally and internationally, additional questions are added to the Australian questionnaire as it forms the initial cohort for the Longitudinal Surveys of Australian Youth. All items reported in this analysis are consistent across states and countries. Achievement data that is the focus of the data collection reported in this publication are obtained from students. All data are both nationally and internationally comparable. International results are available from the PISA website.</p>
<b>Interpretability</b>	<p>Information is available for PISA to aid interpretation of the data. The PISA Technical Report for PISA 2006 (LINK) is the primary resource and provides information on methodology, sampling, scaling and standard classifications used. The primary classifications used are ISCED for educational outcomes and ISCO coding system for occupational codes.</p>
<b>Accessibility</b>	<p>Data are available from the OECD for all data for all countries. Data are also available on request from ACER. Access is available for no charge, online (vvvv). Limited hard copies of reports are available and are generally distributed to members of the National Advisory Committee, Commonwealth, state and territory Departments of Education, and other key stakeholders. Reports are freely available in electronic format and are a free download from the national PISA website (<a href="http://www.ozpisa.edu.au">www.ozpisa.edu.au</a>).</p>

## Data Quality Statement

- Use for Indicators 7 and 8

<b>Indicator</b>	Proportion of the 19 year old population having attained at least a Year 12 or equivalent AQF Certificate II
<b>Measure (Benchmark)</b>	<p><u>Numerator:</u> Number of persons having attained at least a Year 12 or equivalent of AQF Certificate II, aged 19.</p> <p><u>Denominator:</u> Number of persons in the Australian population, aged 19, excluding persons whose highest year of school completed or level of education was not stated.</p>
<b>Measure (Annual proxy)</b>	<p><u>Numerator:</u> Estimated number of persons having attained at least a Year 12 or equivalent of AQF Certificate II, aged 19.</p> <p><u>Denominator:</u> Estimated number of persons in the Australian population, aged 19.</p>
<b>Data sources</b>	<p><u>Census</u></p> <p>The ABS Census of Population and Housing (Census) provides five-yearly benchmarking data and disaggregations by Indigenous status and socio-economic status. For information on the Census scope and coverage, see <a href="#">Census Quality Statement</a>.</p> <p><u>SEW</u></p> <p>The ABS Survey of Education and Work (SEW) provides annual estimates for the numerator. For information on the SEW scope and coverage, see <a href="#">SEW Quality Statement</a>.</p> <p>The denominator is also drawn from SEW data, which are weighted to the benchmarks for the total SEW in-scope population.</p>
<b>Institutional environment</b>	For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see <a href="#">ABS Institutional Environment</a> .
<b>Relevance</b>	<p><u>Census</u></p> <p>The Census collects information on Year 12 completion and qualifications. Disaggregation by state and territory, by Indigenous status, and by Socioeconomic Indexes for Areas (SEIFA) are available. Census data are available 5-yearly.</p> <p><u>SEW</u></p> <p>The SEW collects information on Year 12 completion and qualifications. Disaggregation by state and territory is available but the SEW excludes people living in very remote areas — this impacts on comparability of data for the Northern Territory, where these people are around 23% of the population. From 2009, the SEW will include remote areas, but will exclude discrete Indigenous communities.</p> <p>For the target population of 19 year olds (that is, a single year of age), the</p>



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	<p>size of the sample makes it difficult to measure with accuracy annual changes for medium or smaller jurisdictions.</p> <p>SEIFA and Indigenous status information cannot currently be obtained from SEW. SEIFA will be available from 2009 onwards.</p>
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## Data Quality Statement

- **Use for Indicators 7 and 8 (suppl. measure)**

<b>Indicator</b>	Proportion of the 20-24 year old population having attained at least a Year 12 or equivalent AQF Certificate II
<b>Measure (Benchmark)</b>	<p><u>Numerator:</u> Number of persons having attained at least a Year 12 or equivalent of AQF Certificate II, aged 20-24.</p> <p><u>Denominator:</u> Number of persons in the Australian population, aged 20-24, excluding persons whose highest year of schooling completed or level of education was not stated.</p>
<b>Measure (annual proxy)</b>	<p><u>Numerator:</u> Estimated number of persons having attained at least a Year 12 or equivalent of AQF Certificate II, aged 20-24.</p> <p><u>Denominator:</u> Estimated number of persons in the Australian population, aged 20-24.</p>
<b>Data source</b>	<p><u>Census</u> The ABS Census of Population and Housing (Census) provides five-yearly benchmarking data and disaggregations by Indigenous status and socio-economic status. For information on the Census scope and coverage, see <a href="#">Census Quality Statement</a>.</p> <p><u>SEW</u> The ABS Survey of Education and Work (SEW) provides annual estimates for the numerator. For information on the SEW scope and coverage, see <a href="#">SEW Quality Statement</a>.</p> <p>The denominator is also drawn from SEW data, which are weighted to the benchmarks for the total SEW in-scope population.</p>
<b>Institutional environment</b>	For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see <a href="#">ABS Institutional Environment</a> .
<b>Relevance</b>	<p><u>Census</u> The Census collects information on Year 12 completion and qualifications. Disaggregation by state and territory, by Indigenous status, and by Socioeconomic Indexes for Areas (SEIFA) are available. Census data are available 5-yearly.</p> <p><u>SEW</u> The SEW collects information on Year 12 completion and qualifications. Disaggregation by state and territory is available but the SEW excludes people living in very remote areas — this impacts on comparability of data for the Northern Territory, where these people are around 23% of the population. From 2009, the SEW will include remote areas, but will exclude discrete Indigenous communities.</p>

	SEIFA and Indigenous status information cannot currently be obtained from SEW. SEIFA will be available from 2009 onwards.																				
<b>Timeliness</b>	<p><u>Census</u></p> <p>Census data relating to the 2008 reporting period are not available. The Census is conducted every five years, with the most recent Census conducted in 2006. Census data on education and training are generally available on the ABS website 12 to 18 months after the Census.</p> <p><u>SEW</u></p> <p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey. The results from SEW 2008 were released in November 2008.</p>																				
<b>Accuracy</b>	<p><u>Census</u></p> <p>Potential sources of error in Census data include failure to return a Census form or failure to answer every applicable question. Neither of these sources of error is considered to have affected the quality of data reported against this indicator for the total population, however for the Indigenous estimates, undercounting of Indigenous Australians may introduce bias into the results which would affect the comparability of estimates among jurisdictions. The net undercount for all Indigenous Australians was estimated at 11.5%, calculated as the difference between the Census count and estimated Indigenous population on Census night. Estimates of the Indigenous net undercount for all jurisdictions are included below:</p> <p><u>Estimated Indigenous net undercount by state/territory</u></p> <table> <tr> <th></th><th>Undercount rate %</th></tr> <tr> <td>NSW</td><td>8.6</td></tr> <tr> <td>Vic.</td><td>9.4</td></tr> <tr> <td>Qld</td><td>11.6</td></tr> <tr> <td>SA</td><td>8.6</td></tr> <tr> <td>WA</td><td>16.6</td></tr> <tr> <td>Tas.</td><td>8.8</td></tr> <tr> <td>NT</td><td>16.0</td></tr> <tr> <td>ACT</td><td>8.8</td></tr> <tr> <td>Australia</td><td>11.5</td></tr> </table> <p>Source: ABS 2008 (Cat no. 3238.0.55.001).</p> <p>The quality of information on qualifications is affected by the level of detail provided and the ease with which responses can be coded. Quality statements for the data items are available, which include information on non-response, see particularly: <a href="#">Highest year of school completed</a>, <a href="#">Non-School Qualification</a>, and <a href="#">Indigenous Status</a>.</p> <p><u>SEW</u></p> <p>The 2008 SEW response rate was 96%. SEW data are weighted to account for non-response.</p> <p>The measure has acceptable (less than 25%) relative standard errors (RSEs) for all states and territories.</p>		Undercount rate %	NSW	8.6	Vic.	9.4	Qld	11.6	SA	8.6	WA	16.6	Tas.	8.8	NT	16.0	ACT	8.8	Australia	11.5
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SA	8.6																				
WA	16.6																				
Tas.	8.8																				
NT	16.0																				
ACT	8.8																				
Australia	11.5																				
<b>Coherence</b>	The data items used to construct the measures are consistent and comparable, and support assessment of annual change. While there are a																				

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	<p>range of differences between the scope, coverage, timing and collection methodologies of the SEW and the Census, these issues do not affect their broad consistency for this measure.</p> <p>The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.</p>
<b>Interpretability</b>	Information is available for both collections to aid interpretation of the data. See <a href="#">Census Reference and Information</a> and <a href="#">Education and Work Australia</a> on the ABS website.
<b>Accessibility</b>	See <a href="#">Census Products</a> and <a href="#">Education and Work, Australia</a> for standard products available for the two data sources. Specialised data tables are also available on request for the two data sources. This measure is released as part of a SEW Detailed Education Datacube.

## Data Quality Statement

- **Use for Indicator 9**

<b>Indicator</b>	Proportion of young people (15-19 years) participating in post-school education or training
<b>Measure</b>	<p><u>Numerator:</u> Estimated number of persons who are school leavers and are enrolled at a non-school educational institution, aged 15-19.</p> <p><u>Denominator:</u> Estimated number of persons in the Australian population, who are school leavers, aged 15-19.</p>
<b>Data source/s</b>	<p>The ABS Survey of Education and Work (SEW) provides annual estimates for the numerator. For information on the SEW scope and coverage, see <a href="#">SEW Quality Statement</a>.</p> <p>The denominator is also drawn from SEW data, which are weighted to the benchmarks for the total SEW in-scope population.</p>
<b>Institutional environment</b>	For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see <a href="#">ABS Institutional Environment</a> .
<b>Relevance</b>	<p>The SEW collects information on educational participation and attainment. Disaggregation by State and Territory is available but the SEW excludes people living in very remote areas — this impacts on comparability of data for the Northern Territory, where these people are around 23% of the population. From 2009, the SEW will include remote areas, but will exclude discrete Indigenous communities.</p> <p>SEIFA and Indigenous status information cannot currently be obtained from SEW. SEIFA will be available from 2009 onwards.</p>
<b>Timeliness</b>	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey. The results from SEW 2008 were released in November 2008.
<b>Accuracy</b>	<p>The 2008 SEW response rate was 96%. Data are weighted to account for non-response.</p> <p>The relative standard errors (RSEs) for the Northern Territory for this measure are above 25%, and hence should be treated with caution.</p> <p>This measure has been constructed based on people who left school in the previous year and are currently studying at a non-school educational institution. It therefore includes a small number of school leavers who are currently undertaking secondary level studies (e.g. Year 10 or Year 12) in Universities or TAFEs.</p>
<b>Coherence</b>	The data items used to construct the measures are consistent and

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	<p>comparable, and support assessment of annual change.</p> <p>Like all ABS education items, SEW is based on the Australian Standard Classification of Education (ASCED). This allows the education and training items between different surveys to be compared.</p>
<b>Interpretability</b>	<p>Information is available to aid interpretation of the data. See <a href="#">Education and Work Australia</a> on the ABS website.</p>
<b>Accessibility</b>	<p>See <a href="#">Education and Work, Australia</a> for standard products available for SEW. Specialised data tables are also available on request.</p>

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## Data Quality Statement

- Use for Indicator 10
- Use for Indicator 15

<b>Indicator</b>	Proportion of 18-24 year old population engaged in full time employment, education or training at or above Certificate III, 2008.
<b>Measure (Annual)</b>	<p><u>Numerator:</u></p> <p>Estimated number of persons aged 18-24 years fully engaged in full-time employment, education or training at or above Certificate III.</p> <p><u>Denominator:</u></p> <p>Estimated number of persons in the Australian population, aged 18-24.</p>
<b>Measure (Supplementary)</b>	<p><u>Numerator:</u></p> <p>Persons aged 18-24 years fully engaged in full time employment, education or training.</p> <p><u>Denominator:</u></p> <p>Number of persons in the Australian population, aged 18-24, excluding persons whose full engagement status was unknown.</p>
<b>Data sources</b>	<p><u>SEW</u></p> <p>The ABS Survey of Education and Work (SEW) provides annual estimates for the numerator. For information on the SEW scope and coverage, see <a href="#">SEW Quality Statement</a>.</p> <p>The denominator is also drawn from SEW data, which are weighted to the benchmarks for the total SEW in-scope population.</p> <p><u>Census</u></p> <p>The ABS Census of Population and Housing (Census) provides five-yearly supplementary data for disaggregations by Indigenous status and socio-economic status. For information on the Census scope and coverage, see <a href="#">Census Quality Statement</a>.</p>
<b>Institutional environment</b>	For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see <a href="#">ABS Institutional Environment</a> .
<b>Relevance</b>	<p><u>SEW</u></p> <p>The SEW collects information on labour force status, participation in education or training and level of current study. It is able to capture the definition of full engagement as participation in full-time employment, participation in full-time education or training at or above Certificate III, or part-time participation in both employment and education or training</p>

	<p>at or above Certificate III.</p> <p>Disaggregation by state and territory is available.</p> <p>SEW excludes people living in very remote areas — this impacts on comparability of data for the Northern Territory, where these people are around 23% of the population. From 2009, the SEW will include remote areas, but will exclude discrete Indigenous communities.</p> <p>Socioeconomic Indexes for Areas (SEIFA) and Indigenous status information cannot currently be obtained from SEW. SEIFA will be available from 2009 onwards.</p> <p><u>Census</u></p> <p>The Census collects information on labour force status and participation in education or training. It does not collect levels of current study, so is unable to fully capture the definition of full engagement.</p> <p>Disaggregation by state and territory, by Indigenous status, and by SEIFA are available. Census data are available 5-yearly.</p>
<b>Timeliness</b>	<p><u>SEW</u></p> <p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey. The results from SEW 2008 were released in November 2008.</p> <p><u>Census</u></p> <p>Census data relating to the 2008 reporting period are not available. The Census is conducted every five years, with the most recent Census conducted in 2006. Census data on education and training are generally available on the ABS website 12 to 18 months after the Census.</p>
<b>Accuracy</b>	<p><u>SEW</u></p> <p>The 2008 SEW response rate was 96%. SEW data are weighted to account for non-response.</p> <p>This measure has acceptable (less than 25%) relative standard errors (RSEs) for all states and territories at the consolidated level of total persons engaged. Some data components included in this measure have RSEs above 25% and should be used with caution.</p> <p><u>Census</u></p> <p>Potential sources of error in Census data include failure to return a Census form or failure to answer every applicable question. Neither of these sources of error is considered to have affected the quality of data reported against this indicator for the total population, however for the Indigenous estimates, undercounting of Indigenous Australians may introduce bias into the results which would affect the comparability of estimates among jurisdictions. The net undercount for all Indigenous Australians was estimated at 11.5%, calculated as the difference between the Census count and estimated Indigenous population on Census night.</p>



	<p>Estimates of the Indigenous net undercount for all jurisdictions are included below:</p> <p>Estimated Indigenous net undercount by state/territory</p> <table> <tr> <th></th><th>Undercount rate %</th></tr> <tr> <td>NSW</td><td>8.6</td></tr> <tr> <td>Vic.</td><td>9.4</td></tr> <tr> <td>Qld</td><td>11.6</td></tr> <tr> <td>SA</td><td>8.6</td></tr> <tr> <td>WA</td><td>16.6</td></tr> <tr> <td>Tas.</td><td>8.8</td></tr> <tr> <td>NT</td><td>16.0</td></tr> <tr> <td>ACT</td><td>8.8</td></tr> <tr> <td>Australia</td><td>11.5</td></tr> </table> <p>Source: ABS 2008 (Cat no. 3238.0.55.001).</p> <p>The quality of information on qualifications is affected by the level of detail provided and the ease with which responses can be coded. Quality statements for the data items are available, which include information on non-response, see particularly: <a href="#">Highest year of school completed</a>, <a href="#">Non-School Qualification</a>, and <a href="#">Indigenous Status</a>.</p>		Undercount rate %	NSW	8.6	Vic.	9.4	Qld	11.6	SA	8.6	WA	16.6	Tas.	8.8	NT	16.0	ACT	8.8	Australia	11.5
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Australia	11.5																				
<b>Coherence</b>	<p>The data items used to construct the measures are consistent between cycles within each data source, and support assessment of annual change.</p> <p>While there are a range of differences between the scope, coverage, timing and collection methodologies of the SEW and the Census, these issues do not affect their broad consistency for this measure. However, the Census does not collect level of current study and is unable to capture the required definition of full engagement, whereas SEW is able to capture the required definition.</p> <p>The <a href="#">Australian Standard Classification of Education</a> (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.</p>																				
<b>Interpretability</b>	<p>Information is available for both collections to aid interpretation of the data. See <a href="#">Census Reference and Information</a> and <a href="#">Education and Work Australia</a> on the ABS website.</p>																				
<b>Accessibility</b>	<p>See <a href="#">Census Products</a> and <a href="#">Education and Work, Australia</a> for standard products available for the two data sources. Specialised data tables are also available on request for both collections.</p>																				

## Data Quality Statement

- **Use for Indicator 13 – Measure ‘to year 12’**

<b>Indicator</b>	Apparent retention rate of Indigenous students from Year 7/8 to Year 12
<b>Measure</b>	<p><u>Numerator</u>: Number of full-time Indigenous persons in Year 12 in the reference year (2008)</p> <p><u>Denominator</u>: Number of full-time Indigenous persons in the base year (Year 7 in NSW, Vic, Tas and ACT in 2003 and Year 8 in Qld, WA, SA and NT in 2004).</p>
<b>Data Source</b>	The National Schools Statistics Collection (NSSC) provides annual counts for the numerator and denominator with disaggregation by Indigenous status. For information on the NSSC scope and coverage, see <a href="#">NSSC Explanatory Notes</a>
<b>Institutional environment</b>	<p>Data on government and non-government schools are collected by the ABS through the non-finance National Schools Statistics Collection, which was established through the work of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see <a href="#">ABS Institutional Environment</a>.</p>
<b>Relevance</b>	<p>The NSSC collects information on enrolment for all years of schooling. Disaggregation by State and Territory and by Indigenous status is available. Socioeconomic status information is not currently available.</p> <p>This indicator measures the proportion of Indigenous students who commenced secondary school, who have remained in secondary school to undertake Year 12, that is, an Apparent Retention Rate (ARR). It is not a measure of the proportion of Indigenous students who actually completed Year 12.</p>
<b>Timeliness</b>	The NSSC is conducted annually in August. The results from NSSC 2008 were released in March 2009.
<b>Accuracy</b>	<p>As a census, the NSSC has a high response rate. The time lapse between actual movements of students, and receipt and entry of data about such movements, results in a small percentage of duplication of student records. A small percentage of students may have left school but have not yet had their records altered at the time of the census to reflect this change.</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. The ARR measures change over a long period of time (five years). Given the long analysis period, student transitions, such as migration or re-entry to the school system, may have an effect on the accuracy of the calculation.</p> <p>Explanatory notes are available regarding the accuracy of the NSSC methodology and ARRs, see: <a href="#">Explanatory Notes</a></p>
<b>Coherence</b>	The ARR is based on those who are undertaking study at the Year 12 level as at August in the reference year and they may not go on to complete

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	<p>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>
<b>Interpretability</b>	<p>Information is available for the NSSC to aid interpretation of the data. See <a href="#">National Schools Statistics Collection</a> on the ABS website.</p>
<b>Accessibility</b>	<p>See <a href="#">National Schools Statistics Collection</a> for standard products available. Data are also available on request. The annual proxy measure is available on the ABS website as a standard product from the NSSC.</p>

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## Acronyms and abbreviations

ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
ACT	Australian Capital Territory
AQF	Australian Qualifications Framework
ARIA	Accessibility and Remoteness Index for Australia
ATSI	Australian Torres Strait Islander
Aust	Australia
CRC	COAG Reform Council
DEEWR	Department of Education, Employment and Workplace Relations
DQS	Data Quality Statement
ERP	estimated resident population
FTE	full time equivalent
IGA	Intergovernmental Agreement on Federal Financial Relations
IRSD	Index of Relative Social Disadvantage
LBOTE	Language background other than English
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
na	not available
NAPLAN	National Assessment Program – Literacy and Numeracy
NATSIHS	National Aboriginal and Torres Strait Islander Health Survey
NATSISS	National Aboriginal and Torres Strait Islander Social Survey
NCVER	National Centre for Vocational Education Research
NEA	National Education Agreement
NESB	non-English speaking background
NIRA	National Indigenous Reform Agreement
np	not published
NP	National Partnership

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NSSC	National Schools Statistics Collection
NSW	New South Wales
NT	Northern Territory
OECD	Organisation for Economic Co-operation and Development
PC	Productivity Commission
PISA	Program for International Student Assessment
PMRT	Performance Measurement and Reporting Taskforce
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	socio-economic status
SEW	Survey of Education and Work
Tas	Tasmania
TIMSS	Trends in International Mathematics and Science Study
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>	The FTE of a full time student is 1.0. The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student.
<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 is based on the agreed MCEETYA Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones). A further disaggregation comprises five categories: metropolitan and provincial zones each subdivided into two categories, and the remote zone. Further subdivisions of the two provincial zone categories and the remote zone category provide additional, more detailed, classification options. When data permit, a separate very remote zone can be reported along with the metropolitan, provincial and remote zones, as follows.</p> <p>A. Metropolitan zone</p> <ul style="list-style-type: none"><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> <p>C. Remote zone</p> <ul style="list-style-type: none"><li>• Remote zone (CD ARIA Plus score <math>&gt; 5.92</math>)<ul style="list-style-type: none"><li>• Remote areas (CD ARIA Plus score <math>&gt; 5.92</math> and <math>\leq 10.53</math>)</li><li>• Very remote areas (CD ARIA Plus score <math>&gt; 10.53</math>)</li></ul></li></ul>

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<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>Participation rate</b>	The number of full time and part time school students of a particular age (as at 1 July), expressed as a proportion of the estimated resident population of the same age (as at 30 June).
<b>Real expenditure</b>	Nominal expenditure adjusted for changes in prices, using the GDP price deflator and expressed in terms of final year prices.
<b>Science literacy</b>	Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making decisions.
<b>Socio-economic status</b>	As per footnotes to table 4A.128, which provide definitions specific to that table. Elsewhere in the Report, socioeconomic status data are presented that are not fully comparable across jurisdictions because administrative processes for determining socioeconomic status vary across jurisdictions.
<b>Student</b>	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.
<b>Student, primary</b>	A student in primary education, which covers pre-year 1 to year 6 in NSW, Victoria, Tasmania and the ACT, pre-year 1 to year 7 in WA, SA and the NT, and year 1 to year 7 in Queensland.
<b>Student, secondary</b>	A student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania and the ACT, and at year 8 in Queensland, SA, WA and the NT.
<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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