National Agreement Performance Information 2011

National Education Agreement

Steering Committee for the Review of Government Service Provision

June 2012

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Steering Committee for the Review of Government Service Provision

Mr Paul McClintock AO
Chairman
COAG Reform Council
Level 24, 6 O'Connell Street
SYDNEY NSW 2000

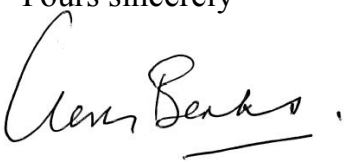
Dear Mr McClintock

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.

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

29 June 2012

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This Report

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

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

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

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

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	Chairman	Productivity Commission
Mr Ron Perry	Aust. Govt.	Department of Prime Minister and Cabinet
Mr Peter Robinson	Aust. Govt.	The Treasury
Mr Mark Thomman	Aust. Govt.	Department of Finance and Deregulation
Dr Meg Montgomery	NSW	Department of Premier and Cabinet
Mr Kevin Cosgriff	NSW	Department of Treasury
Mr Simon Kent	Vic	Department of the Premier and Cabinet
Mr Jeremy Nott	Vic	Department of Treasury and Finance
Ms Nicole Tabb	Qld	Department of the Premier and Cabinet
Ms Janelle Thurlby	Qld	Department of Treasury
Mr Warren Hill	WA	Department of the Premier and Cabinet
Mr David Christmas	WA	Department of Treasury and Finance
Mr Chris McGowan	SA	Department of the Premier and Cabinet
Mr David Reynolds	SA	Department of Treasury and Finance
Ms Rebekah Burton	Tas	Department of Premier and Cabinet
Ms Pam Davoren	ACT	Chief Minister's Department
Ms Jenny Coccetti	NT	Department of the Chief Minister
Mr Craig Graham	NT	NT Treasury
Mr Peter Harper		Australian Bureau of Statistics
Mr David Kalisch		Australian Institute of Health and Welfare

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

Mr David de Carvalho	Aust. Govt.	Department of Finance and Deregulation
Ms Liz Develin	NSW	Department of Premier and Cabinet
Mr Tony Bates	Vic	Department of Treasury and Finance
Ms Amanda Scanlon	Qld	Department of the Premier and Cabinet
Mr Tony Stubbin	NT	NT Treasury
Mr Trevor Sutton		Australian Bureau of Statistics

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Attachment tables

Data for the performance indicators in this report are presented in a separate set of attachment tables. Attachment tables are identified in references throughout this report by a 'NEA' prefix (for example, table NEA.1.3) or a 'NIRA' prefix (for example, table NIRA.13.3). Tables beginning with 'NEA' represent attachment tables for NEA indicators, whilst tables beginning with 'NIRA' represent attachment tables for NIRA indicators related to NEA reporting.

About this report

Background to National Agreement reporting

In November 2008, the Council of Australian Governments (COAG) endorsed a new Intergovernmental Agreement on Federal Financial Relations (IGA) (COAG 2009a). COAG reaffirmed its commitment to the IGA in August 2011 (COAG 2011a). The Standing Council for Federal Financial Relations (SCFFR) has general oversight of the operations of the IGA on behalf of COAG. [para. A4(a)]

The IGA includes six 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 National Partnership (NP) payments — to fund specific projects and to facilitate and/or reward states and territories that deliver on nationally significant reforms.

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

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

At its 7 December 2009 meeting, COAG agreed to a high level review of the NAs, NPs and implementation plans. On 13 February 2011, COAG noted a report on this review and agreed to further reviews of the performance indicator frameworks within each NA (COAG 2011b). The review of the NEA performance indicator framework is to be completed by 30 June 2012 (too late for inclusion in this report). It is anticipated that the outcomes from the review will be included in future cycles of NEA reporting.

National Agreement reporting roles and responsibilities

The IGA states that:

> Para. C5 — The performance reporting framework for the National Agreements is based on:
>
> (a) high-level performance indicators for each National Agreement;
>
> (b) the *Steering Committee for the Review of Government Service Provision* (the Steering Committee) having overall responsibility for collating the necessary performance data; and
>
> (c) the [CRC] 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. [para. C5]

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

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. The 2008 and 2008-09 reports will establish benchmarks against which progress in reform and improvements in service delivery can be measured. [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]
>
> The COAG Reform Council may advise on where changes might be made to the performance reporting framework. [para. C30]

Role of the Steering Committee

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

- by end-June on the education and training sector (*National Education Agreement* 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 the *National Indigenous Reform Agreement*), commencing with performance information for 2008-09 including the provision of quality statements prepared by the collection agencies (based on the Australian Bureau of Statistics' [ABS] data quality framework).

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

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

- *National Partnership Agreement on Improving Public Hospital Services*.

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

Role of COAG Councils and COAG Working Groups

The IGA states that:

> The role of relevant COAG Councils, other than the Standing 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]

COAG Councils may also be consulted by the SCFFR, in relation to its roles in:

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

Role of data collection agencies

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

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

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

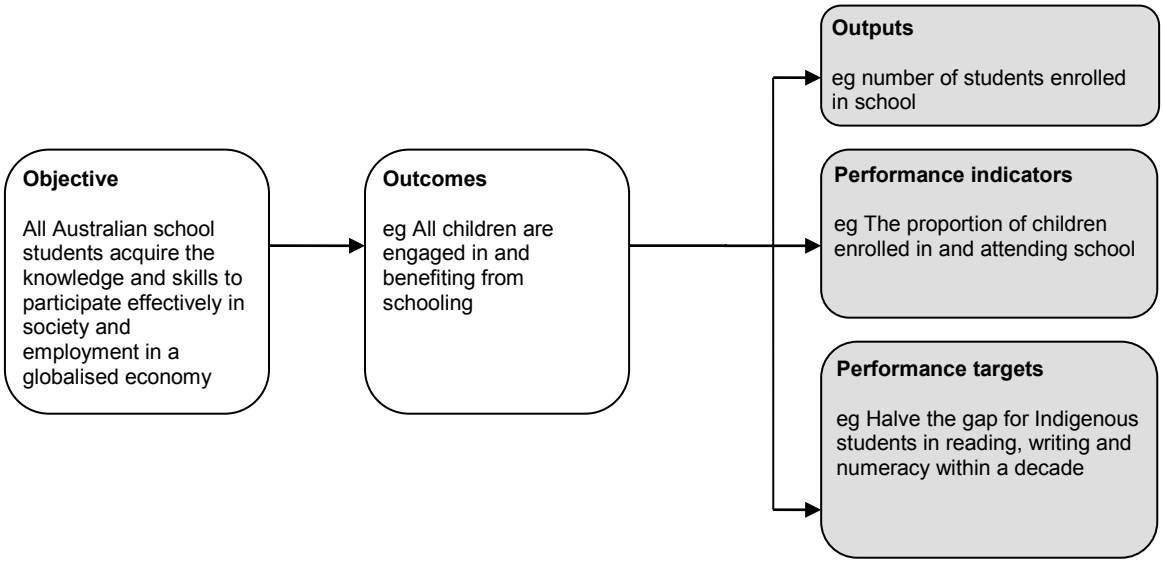
- maintaining a register of the national minimum data sets [para. C28]
- oversighting progress in improving the quality and timeliness of indicator data and the coordination of improvements in data collection processes, data quality and the timeliness of performance reporting for the National Performance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

Performance reporting

The Steering Committee is required to collate performance information for the *National Education Agreement* (NEA) and provide it to the CRC no later than 30 June 2012. The CRC has requested the Steering Committee to provide information on all performance categories in the NAs (variously referred to as 'outputs', 'progress measures', 'performance indicators', 'performance benchmarks' and 'targets').

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

Figure 1 **NEA performance reporting[a, b]**



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

This report includes available data for:

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

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

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

Box 1 Key issues in reporting against the NEA

General

- The NEA performance indicator framework is currently under review — due to be completed 30 June 2012 (too late for inclusion in this report).
- The Steering Committee notes that relevant confidence intervals (CI) should be considered when interpreting the National Assessment Program — Literacy and Numeracy (NAPLAN) data in this report. At the request of the CRC, confidence intervals have not been included in this report for NAPLAN achievement data (relevant to performance target (b) and performance indicators 4, 5 and 11). Different confidence intervals are relevant to different analyses, and the CRC has advised that they may request the data collection agency to undertake relevant significance testing for CRC analysis of the NAPLAN data.

Outputs

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

Performance indicators

- All thirteen performance indicators included in this report (10 NEA and 3 NIRA) can be reported against. However, new data for this report were not available for three indicators (all sourced from sample surveys and the Census):
  - *the proportion of Indigenous students completing year 10* (3-yearly)
  - *the proportion of students in the bottom and top levels of performance in international testing (for example, Programme for International Student Assessment [PISA], Trends in International Mathematics and Science Study [TIMSS])* (3-yearly)
  - *attainment of year 12 or equivalent measured as the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II* (3-yearly for Indigenous estimates, not updated for this report).
- The Steering Committee considers that it is unlikely that more regular data collection via sample surveys would be cost effective for these indicators. Subject to the outcomes of the NEA review, administrative data collections should be investigated as options for annual reporting on school completions (similar work is already occurring for the NIRA-related indicator on year 12 attainment).

(Continued next page)

Box 1 **(Continued)**

- Four performance indicators use data sourced from annual sample surveys that may not be able to assess change over time at the jurisdictional level, due to small annual changes relative to the size of sample errors, particularly where data are disaggregated by Indigenous status and SES:
  - *the proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II and above*
  - *the proportion of the 20–24 year old Indigenous and low SES population having attained at least a year 12 or equivalent or AQF Certificate II and above*
  - *the proportion of young people participating in post-school education or training six months after school*
  - *the proportion of 18–24 year olds engaged in full time employment, education or training at or above Certificate III*.
- Three performance indicators have a partial break in time series this year:
  - performance indicators 4, 5 and 11 report on reading, writing and numeracy achievement using NAPLAN data. Due to a change in the writing test in 2011, achievement in writing in 2011 is not comparable with data from previous years.
- Two performance indicators with measures using enrolment data have proportions greater than 100 per cent:
  - *the proportion of children (1) enrolled in and (2) attending school* — data for the proportion enrolled are provided, but should be used with caution
  - *the proportion of Indigenous and low SES children (1) enrolled in and (2) attending school* — data for the proportion enrolled are not of sufficient quality to be reported. Actual numbers of enrolments are provided.

Performance targets

- One does not have annual data and could not be updated for this report:
  - *At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020*.
- One other performance target had a partial break in series, with a change in the writing test for the 2011 NAPLAN meaning 2011 results for writing are not comparable with previous years' data:
  - *halve the gap for Indigenous students in reading, writing and numeracy within a decade*.

Changes from the previous National Education Agreement performance report

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

CRC advice to the Steering Committee on data requirements

The CRC recommended changes to indicators in its first two NEA reports to COAG (CRC 2009, 2010). This is consistent with the CRC's role under the IGA that 'the [CRC] may advise on where changes might be made to the performance reporting framework' [IGA para C30]. The first CRC report was endorsed by COAG in December 2009 and the second was endorsed in June 2011. Where practicable, the Steering Committee has incorporated the CRC recommendations in its reports to the CRC.

The CRC advised the Steering Committee that no changes were required to NEA indicators for this report.

Other sources of changes

Two other sources of change have impacted on reporting for this cycle:

- The revised performance indicator framework for the NIRA (endorsed by COAG out of session in July 2012) — education/training related indicators in the revised framework are included in this report
- Data quality issues in relation to updated SEW population benchmarks (leading to revised 2010 SEW data) and enrolment rates by Indigenous status.

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

Indicator	*Change*
NEA Performance target (a.1) — lift the Year 12 or equivalent attainment rate to 90 per cent by 2015 NEA Performance target (a.2) — lift the Year 12 or equivalent attainment rate to 90 per cent by 2020 NEA Indicator 7. The proportion of the 20 to 24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above NEA Indicator 8 (relevant to SES only). The proportion of the 20 to 24 year old Indigenous and low SES population having attained at least a year 12 or equivalent or AQF Certificate II and above NEA Indicator 9. The proportion of young people participating in post school education or training six months after school NEA Indicator 10. The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III	Data for 2010 have been revised due to amendments to the 2010 SEW population benchmarks: • Net Overseas Migration estimates used in calculating the population benchmarks have been revised • the population benchmarks had to align with the survey scope for the Northern Territory (NT) in relation to Indigenous communities in very remote areas.
NEA Performance target (b) — Halve the gap for Indigenous students in reading, writing and numeracy within a decade NEA Indicator 4. Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing NEA Indicator 5. Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing NEA Indicator 11 [NIRA]. Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9	• From 2011, the NAPLAN writing test was assessed on a persuasive text, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for prior years.
NEA Indicator 2. The proportion of Indigenous and low SES children enrolled in and attending school	• Data on the proportion of Indigenous children enrolled in school have not been reported this year due to data quality issues
NEA Indicator 11 [NIRA]. Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9	• Under the revised NIRA, this PI has two measures. The first is the existing measure in relation to achievement, the second is the measure related to participation (previously reported as a separate NIRA indicator).
NEA Indicator 13 [NIRA]. Attainment of year 12 or equivalent	• Under the revised NIRA, this PI has two measures. The first is the existing measure on attainment of year 12 or equivalent or above. The second measure is new and is

	related to year 12 certification. .A measure is yet to be developed for Year 12 certification
Apparent retention rates from year 7/8 to year 10/12 The proportion of Indigenous 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III	• These indicators have been removed from the revised NIRA performance indicator framework (endorsed by COAG out of session in July 2012) and will no longer be reported against in this report.

Context for National Education Agreement performance reporting

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

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

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

- lift the year 12 or equivalent attainment rate to 90 per cent by 2020 (COAG subsequently amended this target at their April 2009 meeting to 'lift the year 12 or equivalent attainment rate to 90 per cent by 2015')
- halve the gap for Indigenous students in reading, writing and numeracy within a decade
- at least halve the gap for Indigenous students in year 12 or equivalent attainment rates by 2020 [NEA para. 13].

This report does not include information on performance against NP indicators, but several NP agreements have been established that may be relevant to analysing performance against the NEA outcomes including:

- *National Partnership Agreement on the Digital Education Revolution*
- *National Partnership Agreement on Literacy and Numeracy*
- *National Partnership Agreement on Improving Teacher Quality*
- *National Partnership Agreement on Low Socio-Economic Status School Communities*
- *National Partnership Agreement on Early Childhood Education*

- The Building the Education Revolution component of the *National Partnership Agreement on the Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now* (COAG 2009b)
- *National Partnership Agreement on Youth Attainment and Transitions* (COAG 2009c).

Governments' roles and responsibilities

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

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

The Australian Government currently provides supplementary funding for government schools through the National Schools Specific Purpose Payment, which is associated with the NEA, and for non-government schools through the *Schools Assistance Act 2008*. The National Schools Specific Purpose Payment and Schools Assistance Act both came into effect on 1 January 2009. Other Australian Government payments of a smaller scale are made directly to school communities, students and other organisations to support schooling.

The Standing Council on School Education and Early Childhood (SCSEEC)[1] — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for identifying priority issues of national significance for schooling. At their 5 April 2011 meeting, the SCSEEC discussed the Gonski Report — *Review of Funding for Schooling* (Gonski et al. 2012) — and agreed to develop a high-level policy roadmap by June 2012.

The Gonski Report was released on 20 February 2012 and proposes:

- significant increases in funding across all school sectors

[1] The Standing Council on School Education and Early Childhood (SCSEEC) replaced the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) on 1 July 2011. MCEECDYA was previously known as the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

- the largest part of this increase to the government sector due to the numbers and greater concentration of disadvantaged students in government schools
- funding arrangements for government and non-government schools to be better balanced between Australian and State and Territory governments.

The Gonski Report also recommends a new schooling resource standard that would be indexed and reviewed by a National Schools Resourcing Body. Teese and Walstab (2011) also recommend school funding arrangements should focus on quality outcomes for all students, rather than a framework of universal provision.

Structure of school education

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

In 2011, the compulsory starting age for school education in states and territories was:

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

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

At its 30 April 2009 meeting, COAG agreed to a Compact with Young Australians, delivered under the *National Partnership on Youth Attainment and Transitions*. As part of the Compact, the National Youth Participation Requirement (NYPR) commenced on 1 January 2010. All young people are required to participate in schooling (or an approved equivalent) until they complete Year 10, and then participate full time (at least 25 hours per week) in education, training or employment, or a combination of these activities, until 17 years of age. The NYPR will be implemented through State and Territory legislation where at least equivalent provisions are not already in place, and exemptions will continue in line with existing State and Territory practice (COAG 2009c).

Early childhood education

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

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

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

The AEDI national report for 2009[2] found that the majority of children are doing well on each of the five AEDI developmental domains. However, higher proportions of children are developmentally vulnerable in the most socioeconomically disadvantaged communities and in very remote areas of Australia (Centre for Community Child Health and Telethon Institute for Children Health Research 2009). The second national AEDI data collection is scheduled to occur from May to July 2012. Results are anticipated to be available for the 2013 report.

Higher proportions of Indigenous children are also developmentally vulnerable. Nationally in 2009, the greatest difference between Indigenous and non-Indigenous children was for the domain of language and cognitive skills (school-based), with the proportion of 'at risk' or 'vulnerable' Indigenous five year old children 2.4 times the proportion of non-Indigenous five year olds (Centre for Community Child Health and Telethon Institute for Children Health Research 2009). The

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

difference between the proportions of Indigenous and non-Indigenous children 'at risk' or 'vulnerable' increased with remoteness.

In April 2012, the ABS produced *Experimental Estimates of Preschool Education, Australia, 2011* (Cat. no. 4240.0), the second release from the National Early Childhood Education and Care Data Collection (ABS 2012a). This release provides unique counts of children enrolled and attending preschool[3] for NSW, Victoria, Tasmania, the NT and the ACT. Episodes of preschool program enrolment are provided for all states and territories.

Data on preschool education are also available in the children's services chapter in the 2012 *Report on Government Services* (SCRGSP 2012) and the early childhood education chapter in the 2011 *Overcoming Indigenous Disadvantage* report (SCRGSP 2011).

School education

Outcomes for students can be affected by factors that may be partly or totally outside the influence of the school system, such as student commitment, family environment (including socioeconomic status, parental educational attainment and support for the child) and the proximity of the school and other educational facilities to students' homes.

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

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

Hattie (1999, 2003) identified six major sources of variance in students' achievement, with the student's ability accounting for about 50 per cent of the variance of achievement and the home accounting for about 5 to 10 per cent. Other sources of variance included teachers, accounting for about 30 per cent, schools (including principals) accounting for 5 to 10 per cent and peer effects accounting for 5 to 10 per cent.

3 See glossary for a definition of preschool.

Schools

At the beginning of August 2011, there were 9435 schools in Australia (6312 primary schools, 1397 secondary schools, 1306 combined schools and 420 special schools[4]). The majority of schools (71.1 per cent) were government owned and managed (table 2).

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

An indication of a large school is a primary school enrolling over 300 students, or a secondary school enrolling over 600 students. Nationally in 2011, 38.2 per cent of primary schools enrolled over 300 students, and 61.6 per cent of secondary schools enrolled over 600 students (table 2). A breakdown by jurisdiction of primary and secondary schools by size for government, non-government and all schools is available in *Schools Australia, 2011* (ABS 2012b).

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

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

Table 2 **Summary of school characteristics, August 2011**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools (no.)									
Primary	1 631	1 140	921	513	395	128	53	66	4 847
Secondary	370	244	179	99	68	31	18	14	1 023
Combined[a]	66	76	91	91	76	26	9	69	504
Special schools[b]	110	76	46	67	18	5	4	5	331
Total	**2 177**	**1 536**	**1 237**	**770**	**557**	**190**	**84**	**154**	**6 705**
Non-government schools (no.)									
Primary	493	423	231	150	104	28	25	11	1 465
Secondary	153	100	72	10	19	5	6	9	374
Combined[a]	235	155	152	130	69	32	13	16	802
Special schools[b]	39	20	16	11	3	–	–	–	89
Total	**920**	**698**	**471**	**301**	**195**	**65**	**44**	**36**	**2 730**
All schools (no.)									
Primary	2 124	1 563	1 152	663	499	156	78	77	6 312
Secondary	523	344	251	109	87	36	24	23	1 397
Combined[a]	301	231	243	221	145	58	22	85	1 306
Special schools[b]	149	96	62	78	21	5	4	5	420
Total	**3 097**	**2 234**	**1 708**	**1 071**	**752**	**255**	**128**	**190**	**9 435**
Proportion of schools that are government schools (%)									
Primary	76.8	72.9	79.9	77.4	79.2	82.1	67.9	85.7	76.8
Secondary	70.7	70.9	71.3	90.8	78.2	86.1	75.0	60.9	73.2
Combined[a]	21.9	32.9	37.4	41.2	52.4	44.8	40.9	81.2	38.6
Special schools[b]	73.8	79.2	74.2	85.9	85.7	100.0	100.0	100.0	78.8
All schools	**70.3**	**68.8**	**72.4**	**71.9**	**74.1**	**74.5**	**65.6**	**81.1**	**71.1**
Proportion of primary schools (%)									
Government	74.9	74.2	74.5	66.6	70.9	67.4	63.1	42.9	72.3
Non-government	53.6	60.6	49.0	49.8	53.3	43.1	56.8	30.6	53.7
All schools	**68.6**	**70.0**	**67.4**	**61.9**	**66.4**	**61.2**	**60.9**	**40.5**	**66.9**
Proportion of primary schools enrolling over 300 students (%)[c]									
Government	38.3	36.2	43.5	47.8	30.1	25.8	47.2	25.8	38.7
Non-government	38.9	30.5	50.2	30.7	34.6	17.9	48.0	9.1	36.7
All schools	**38.4**	**34.7**	**44.9**	**43.9**	**31.1**	**24.4**	**47.4**	**23.4**	**38.2**
Proportion of secondary schools enrolling over 600 students (%)[c]									
Government	69.7	60.2	65.9	44.4	63.2	38.7	55.6	35.7	62.3
Non-government	65.4	69.0	48.6	20.0	42.1	80.0	83.3	11.1	59.9
All schools	**68.5**	**62.8**	**61.0**	**42.2**	**58.6**	**44.4**	**62.5**	**26.1**	**61.6**

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

– Nil or rounded to zero.

Source: ABS (2012 and unpublished) *Schools Australia 2011,* Cat. no. 4221.0, data cube NSSC T35a.

NEA outputs

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

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

Data for the NEA outputs for the current reporting year (2011) have been provided where available. At the request of the CRC, historical data have only been provided where data are new or have been amended since the previous report.

Number of students enrolled in school

Full-time equivalent (FTE) student enrolments in primary and secondary schools for 2011 are in table 3. Student enrolments include enrolled students studying Vocational Education and Training (VET) in schools.

Comparability across states and territories may be affected by differences in the organisation of grades, policy on student intake and advancement, and flows from secondary to vocational education (ABS 2012b). In addition, the ACT is affected by cross border use of services, in particular by NSW students attending ACT schools (ACT personal communication).

Table 3 **FTE student enrolments by level of education, 2011 ('000)[a, b]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total FTE student enrolments at level of education									
Primary schools	627.4	468.2	451.5	235.2	157.1	43.8	32.1	23.7	2 039.1
Secondary schools	502.3	389.4	284.6	129.5	101.8	38.3	28.9	15.7	1 490.5
All schools	**1 129.7**	**857.7**	**736.1**	**364.6**	**258.9**	**82.2**	**60.9**	**39.5**	**3 529.5**

[a] Includes students enrolled in special schools. Ungraded students are allocated to either primary or secondary school, depending on the age level in each jurisdiction. [b] Results of calculations may vary from the table due to rounding differences.

Source: ABS (2012 and unpublished) *Schools, Australia, 2011*, Cat. no. 4221.0.

Number of students enrolled in school by school sector

FTE student enrolments in government and non-government schools for 2011 are in table 4.

Table 4 **Number and proportion of FTE students who were enrolled in government and non-government schools, by level of education, 2011[a, b]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number of FTE students enrolled in government schools ('000)									
Primary schools	435.7	315.9	316.3	162.9	103.9	32.3	19.2	18.6	1 404.8
Secondary schools	309.8	225.3	175.5	74.3	62.0	26.1	15.5	10.6	899.0
All schools	**745.5**	**541.2**	**491.8**	**237.1**	**165.9**	**58.5**	**34.6**	**29.2**	**2 303.8**
Number of FTE students enrolled in non-government schools ('000)									
Primary schools	191.7	152.3	135.2	72.3	53.2	11.5	12.9	5.1	634.3
Secondary schools	192.5	164.1	109.1	55.2	39.8	12.2	13.4	5.1	591.5
All schools	**384.2**	**316.5**	**244.3**	**127.5**	**93.0**	**23.7**	**26.3**	**10.3**	**1 225.7**
Proportion of FTE students who were enrolled in government schools (per cent)									
Primary schools	69.4	67.5	70.1	69.3	66.1	73.7	59.8	78.5	68.9
Secondary schools	61.7	57.9	61.7	57.4	60.9	68.1	53.6	67.5	60.3
All schools	**66.0**	**63.1**	**66.8**	**65.0**	**64.1**	**71.2**	**56.8**	**73.9**	**65.3**

a Includes students enrolled in special schools. Ungraded students are allocated to either primary or secondary school, depending on the age level in each jurisdiction. **b** Results of calculations may vary from the table due to rounding differences.

Source: ABS (2012 and unpublished) *Schools Australia, 2011*, Cat. no. 4221.0.

Number of students enrolled in VET in schools

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

The most recent data on the number of students enrolled in VET in schools are for the 2010 school year (table 5).

Table 5 **Total VET in schools students, 2010 ('000)[a]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number	60.6	46.5	81.0	12.1	24.8	2.6	2.1	4.2	233.8

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

Source: NCVER (2011) *Australian Vocational Education and Training Statistics: VET in Schools*, NCVER, Adelaide.

Special needs groups

The NEA explicitly identifies the number of students from low SES schools and Indigenous students as outputs. Other reports have identified additional groups of students with special needs, including:

- students from language backgrounds other than English (LBOTE)
- students with disabilities
- geographically remote students (see SCRGSP [2012] chapter 4).

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

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

Indigenous students

The most recent data on the number of Indigenous students enrolled in school are for the 2011 school year (table 6).

Table 6 **Number and proportion of Indigenous students enrolled in school, by school sector, 2011[a, b]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number of Indigenous students enrolled in school ('000)									
Government schools	45.1	9.2	41.4	19.5	8.6	4.7	1.1	13.1	142.7
Non-government schools	7.1	1.4	7.5	3.6	1.1	0.9	0.3	2.9	24.9
All schools	**52.2**	**10.6**	**48.9**	**23.1**	**9.8**	**5.5**	**1.4**	**16.1**	**167.5**
Proportion of Indigenous students enrolled in school (per cent)									
Government schools	6.1	1.7	8.5	8.2	5.3	8.2	3.2	45.1	6.2
Non-government schools	1.9	0.5	3.1	2.9	1.2	3.6	1.1	28.8	2.0
All schools	**4.6**	**1.2**	**6.7**	**6.4**	**3.8**	**6.9**	**2.3**	**40.8**	**4.8**

a Proportions are derived by comparing absolute numbers of students identifying as Indigenous with all full time students. **b** Disaggregation by Indigenous status is only available for Indigenous students and all students. The extent of Indigenous status being 'not stated' is unknown and the potential impact of 'not stated' Indigenous status on overall counts cannot be determined.

Source: ABS (2012 and unpublished) *Schools Australia, 2011*, Cat. no. 4221.0.

LBOTE students

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

Students with disabilities

Students with disabilities may be educated in either mainstream or 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 currently vary across jurisdictions, however in April 2012 State and Territory ministers accepted new nationally consistent categories for students with disability in schools. It is anticipated that the national definitions will be reported against for the first time in 2014.

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

The most recent available data for students with disability are for the 2010 school year (table 7).

Table 7 **Funded full time equivalent students with disabilities as a proportion of total full time students, 2010 (per cent)[a]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools	6.2	6.1	4.9	3.8	9.3	5.4	5.3	10.2	5.9
Non-government schools	3.9	3.0	2.4	2.3	3.5	2.4	1.8	3.5	3.1
All schools	**5.4**	**5.0**	**4.1**	**3.2**	**7.2**	**4.5**	**3.8**	**8.4**	**4.9**

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

Source: ABS (2012) *Schools Australia, 2010*, 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 SCSEEC agreed classification.[5]

The most recent available data for students by geolocation is for the 2010 school year (table 8).

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

Table 8 **Students attending schools in remote and very remote areas as a proportion of all students, 2010 (per cent)[a, b, c, d]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Remote areas									
Government schools	0.5	0.1	2.1	5.8	3.7	0.9	..	17.2	1.7
Non-government schools	0.2	–	0.8	1.9	1.3	0.5	..	29.8	0.8
All schools	**0.4**	**0.1**	**1.6**	**4.4**	**2.9**	**0.8**	**..**	**20.5**	**1.4**
Very remote areas									
Government schools	0.1	..	1.6	3.1	1.1	0.4	..	29.7	1.2
Non-government schools	–	..	0.3	1.2	0.1	–	..	11.9	0.3
All schools	**0.1**	**..**	**1.2**	**2.4**	**0.8**	**0.3**	**..**	**25.0**	**0.9**

a Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification. **b** Calculated as the number of students attending a particular type of school (such as government primary school) in a particular geographic classification (such as remote areas), divided by the total number of students attending that type of school. **c** Full Time Equivalent students. **d** There are no remote or very remote areas in the ACT and no very remote area in Victoria. .. Not applicable. – Nil or rounded to zero.

Source: DEEWR (unpublished).

Performance targets

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

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

At its 30 April 2009 meeting, COAG '…further agreed to bring forward the 90 per cent year 12 or equivalent attainment rate target from 2020 to 2015', and agreed to two related measures:

- for 2015, 'the proportion of young people in the 20 to 24 year old age group who have achieved Year 12 or a Certificate II or above as measured by the ABS SEW' (described as target (a.1) in this report)
- for 2020, 'the proportion of young people in the 20 to 24 year old age group who have achieved Year 12 or a Certificate III or above as measured by the ABS SEW' (described as target (a.2) in this report).

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

Key amendments from previous cycle:	Data for 2010 have been revised due to amendments to the 2010 SEW population benchmarks: • Net Overseas Migration estimates used in calculating the population benchmarks have been revised • the population benchmarks for the NT have been amended to align with changes in the geographical scope of the survey.
Outcome:	Young people make a successful transition from school to work and further study
Measure:	Proportion of the 20 to 24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above The measure is defined as: • *numerator* — number of 20 to 24 year olds who self-identify as having attained a year 12 or AQF Certificate Level II or above (includes Certificate I/II nfd; excludes Certificate nfd) • *denominator* — number of 20 to 24 year olds in the population and is expressed as a *percentage* Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level II and are therefore excluded from the numerator People whose level of study cannot be determined are assumed to have attained below Certificate II and are therefore excluded from the numerator
Related performance indicator/s:	Performance indicator 7, 'The proportion of the 20 to 24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above' is related to this target
Data source:	*Numerator and denominator* — Survey of Education and Work (SEW). Data available annually
Data provider:	ABS
Data availability:	SEW — 2010 (revised) and 2011
Baseline:	2007
Cross tabulations provided:	State and Territory

Box 2 **Results**

For this report, new data for this target are available for 2011.

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

Data for 2010 included in the 2010 NEA performance report have been revised and are included in this report.

- Data by State and Territory are presented in table NEA.7.2.

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

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

Attachment tables

Table NEA.7.1	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, 2011
Table NEA.7.2	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, 2010

Box 3 **Comment on data quality**

Details are included in the comment on data quality for NEA Indicator 7.

Performance target (a.2) — lift the Year 12 or equivalent attainment rate to 90 per cent by 2020

Key amendments from previous cycle:	Data for 2010 have been revised due to amendments to the 2010 SEW population benchmarks: • Net Overseas Migration estimates used in calculating the population benchmarks have been revised • the population benchmarks for the NT have been amended to align with changes in the geographical scope of the survey.
Outcome:	Young people make a successful transition from school to work and further study
Measure:	Proportion of the 20 to 24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level III or above The measure is defined as: • *numerator* — number of 20 to 24 year olds who self-identify as having attained a year 12 or AQF Certificate Level III or above (excludes Certificate nfd) • *denominator* — number of 20 to 24 year olds in the population and is expressed as a *percentage* Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator People whose level of study cannot be determined are assumed to have attained below Certificate III and are therefore excluded from the numerator
Related performance indicator/s:	Nil
Data source:	*Numerator and denominator* — Survey of Education and Work (SEW). Data available annually
Data provider:	ABS
Data availability:	SEW — 2010 (revised) and 2011
Baseline:	2007
Cross tabulations provided:	State and Territory

Box 4 **Results**

For this report, new data for this target are available for 2011.

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

Revised data for 2010 are provided to maintain a comparable time series.

- Data by State and Territory are presented in table NEA.a.2.2.

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

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

Attachment tables

Table NEA.a.2.1	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III level or above, 2011
Table NEA.a.2.2	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III level or above, 2010

Box 5 **Comment on data quality**

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

- The data provide relevant information on the proportion of the 20–24 year old population who have completed year 12 or equivalent or AQF Certificate III or above. Data are available by State and Territory.
- Annual data are available from the Survey of Education and Work (SEW), with the most recent available data in respect of 2011.
- Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has had a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. This change has only a minor effect on *national* comparisons over time.
- The ongoing exclusion of Indigenous communities in very remote areas has only a minor effect on estimates by *State and Territory*, except for the NT, where remote Indigenous communities account for around 15 per cent of the population.
- Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW. Revised 2010 data are included in this report to maintain time series.
- 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 full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs. However, the size of the RSEs continues to affect the ability to identify year to year movements for this indicator for all jurisdictions.
- The ABS investigated the use of 'pooling' of SEW results for multiple years to reduce the RSEs. However, the size of the RSEs did not reduce enough to improve substantially the detection of year on year movements.
- Subject to the outcomes of the NEA review, the Steering Committee considers that further investigation of Census data and/or administrative data on completions of year 12 or equivalent and AQF Certificate level III or above is required for reporting against this target.

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

Key amendments from previous cycle:	From 2011, the NAPLAN writing test was assessed on a persuasive text, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for prior years.
Outcome:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children The aim of the target is to halve the gap between Indigenous and non-Indigenous students at or above the national minimum standards in reading, writing and numeracy by 2018 (10 years from 2008 — the baseline period)
Measure:	The measure is defined as: • proportion of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7 and 9, by Indigenous status [Note: NAPLAN reports the percentage of students who achieved at or above the national minimum standard. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) are agreed by states, territories and the Commonwealth and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose]
Related performance indicator/s:	Performance indicator 5, 'Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing' is related to this target
Data source:	National Assessment Program — Literacy and Numeracy (NAPLAN). Data are available annually
Data provider:	ACARA
Data availability:	NAPLAN — 2011
Baseline:	2008
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

Box 6 **Results**

For this report, new data for this target are available for 2011.

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

Results for 2010 are available in the 2010 NEA performance report, and results for 2009 and 2008 are available in the 2009 NEA performance report.

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

Attachment tables

Table NEA.5.26	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.27	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.28	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.29	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.30	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.31	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.32	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.33	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.34	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.35	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.36	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.37	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2011 (per cent)

Box 7 **Comment on data quality**

A break in series for the NAPLAN writing test occurred in 2011. Writing is now assessed using a persuasive text, rather than a narrative text. This means results for NAPLAN writing from 2011 are not comparable with results for prior years. Results for achievement in reading literacy and numeracy are not affected.

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

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

Key amendments from previous cycle:	No amendments have been made
Outcome:	Young people make a successful transition from school to work and further study The aim of the target is to halve the gap between Indigenous and non-Indigenous students with year 12 attainment or equivalent attainment by 2020 (14 years from 2006 – the baseline period)
Measure:	Proportion of 20 to 24 year olds having attained at least a year 12 or equivalent or AQF Certificate Level II, by Indigenous status The measure is defined as: • *numerator* — number of 20 to 24 year olds who self-identify as having attained a year 12 or AQF Certificate Level II or above (includes Certificate I/II nfd), by Indigenous status • *denominator* — number of 20 to 24 year olds in the population, by Indigenous status and is expressed as a *percentage* Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level II and are therefore excluded from the numerator People whose level of study cannot be determined are assumed to have attained below Certificate II and are therefore excluded from the numerator Excludes people whose educational attainment is not stated (only applicable to Census data)
Related performance indicator/s:	Performance indicator 8, 'The proportion of the 20 to 24 year old Indigenous and low SES population having attained at least a year 12 or equivalent or AQF Certificate Level II or above' is related to this target
Data source:	*(Main) Numerator and denominator* — Census of Population and Housing (Census). Data are available every five years *(Supplementary Indigenous)* National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and the Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) (which replaces the NATSIHS). Data are available on an alternating three-yearly cycle (*Supplementary non-Indigenous*) Survey of Education and Work (SEW). Data are available annually

Data provider:	ABS
Data availability:	No new data are available for this reporting cycle
Baseline:	2006
Cross tabulations provided:	Not applicable

Box 8 Comment on data quality

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

Performance indicators

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

This report also includes performance indicators from the NIRA where they are either: 1) directly related to an indicator in the NEA; or 2) are sourced from the same topic area and data collection as an indicator in the NEA (table 10).

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

Table 9 **Performance indicators in the National Education Agreement[a]**

Performance indicator	*Page no. in this report*
1. The proportion of children (1) enrolled in and (2) attending school.	40
2. The proportion of Indigenous and low SES children (1) enrolled in and (2) attending school.	44
3. The proportion of Indigenous students completing year 10.	48
4. Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing.	50
5. Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing.	54
6. The proportion of students in the bottom and top levels of performance in international testing (for example, Programme for International Student Assessment [PISA], Trends in International Mathematics and Science Study [TIMSS]).	59
7. The proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II.	61
8. The proportion of the 20–24 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II.	64
9. The proportion of young people participating in post-school education or training six months after school.	67
10. The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III.	70

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

Table 10 **Related performance indicators in the National Indigenous Reform Agreement[a]**

Performance indicator	*Page no. in this report*
11. Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9	74
12. Attendance rates, Year 1 to Year 10	78
13. Attainment of year 12 or equivalent	80

a The performance indicators are presented in this table using the direct wording from the revised NIRA Performance Indicator Framework (PIF) (endorsed by COAG out of session in July 2012).

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

Key amendments from previous cycle:	No amendments have been made
Outcome area:	All children are engaged in and benefiting from schooling
Performance indicator:	The proportion of children enrolled in and attending school
Measure:	There are two measures for this indicator: Measure 1(a): Proportion of children aged 6 to 15 years who are enrolled in school Measure 1(b): Attendance rates for students enrolled in years 1 to 10
Measure 1(a):	Proportion of children aged 6 to 15 years who are enrolled in school The measure is defined as follows: • *numerator* – total number of children aged 6 to 15 years and enrolled in school (full time and part time enrolments) • *denominator* – total population of children aged 6 to 15 years and is expressed as a *percentage*
Measure 1(b):	Attendance rates for students in enrolled in years 1 to 10 The measure is defined as follows: • *numerator* — aggregate number of actual days in attendance in the collection period, for children in years 1 to 10 (children enrolled full time only) • *denominator* — aggregate number of possible days for attendance in the collection period, for children in years 1 to 10 (children enrolled full time only) and is expressed as a *rate*
Data source 1(a):	*Numerator* — National Schools Statistics Collection (NSSC) data *Denominator* — Estimated Resident Population (total population) Data are available annually
Data source 1(b):	*Numerator and denominator* — National Schools Attendance Collection (NSAC) data Data are available annually

Data provider:	Measure 1(a): *Numerator and denominator* — ABS Measure 1(b): *Numerator and denominator* — ACARA
Data availability:	Measure 1(a): 2011 Measure 1(b): 2011
Cross tabulations provided:	Measure 1(a): State and Territory Measure 1(b): State and Territory by school sector by year level by • sex

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

For this report, new data for this indicator are available for 2011.

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

Data for 2010 and 2009 are available in the 2010 NEA performance report, and data for 2008 are available in the baseline 2008 NEA performance report.

Attachment tables (measure 1a)

Table NEA.1.1	Proportion of children aged 6–15 years enrolled in school, 2011

Box 10 **Comment on data quality (measure 1a)**

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

- The data provide relevant information on the proportion of children aged 6–15 years who are enrolled in school.
- Annual data are available for school enrolments and the general population. The most recent data available are for 2011.
- The data are of acceptable accuracy.
- There are some differences between the numerator and denominator. Enrolments data (the numerator) are administratively based and may include students who cross jurisdictional boundaries to attend school. Population data (the denominator) are estimated and are based on usual residents within a defined State or Territory boundary.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available.

The Steering Committee also notes the following issue:

- The differences in populations used for the numerator (service population for jurisdiction) and denominator (resident population for jurisdiction) may result in an overestimate of enrolment rates for some jurisdictions (in particular, the ACT) and an underestimate in other jurisdictions. ABS data from the NSSC for reporting student enrolments (measure 1a) are not comparable with data from the NSAC for reporting student attendance (measure 1b).

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

For this report, new data for this indicator are available for 2011.

- Data by State and Territory are presented in tables NEA.1.2–1.4.

Data for 2010 are available in an addendum to the 2010 NEA performance report. Data for 2009, 2008 and 2007 are available in the 2009 NEA performance report.

Attachment tables (measure 1b)

Table NEA.1.2	Student attendance rates, government schools, by sex, 2011 (per cent)
Table NEA.1.3	Student attendance rates, independent schools, by sex, 2011 (per cent)

Table NEA.1.4	Student attendance rates, Catholic schools, by sex, 2011 (per cent)

Box 12 Comment on data quality

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

- The data provide an indicative measure of student attendance in years 1–10 within an individual school sector within a State or Territory.
- Annual data are available.
- The data are of acceptable accuracy at the State and Territory level. National totals are not available as the data are not sufficiently robust to be added or averaged. Data are not comparable across states and territories, or across school sectors, due to differences in collection and reporting processes.
- Detailed explanatory notes are publicly available to assist interpretation of results. Some states do not separately report the rates for ungraded students, which may affect the interpretation of year level data.

The Steering Committee also notes the following issues:

- Data comparability issues limit the usefulness of this measure. Further improvements are required to develop comparable data across school sectors and across states and territories. Further, attendance rates for the total of all school sectors and nationally are required.
- ACARA plans to develop and implement a Student Attendance Data Methodology with the aim of collection and reporting consistent student attendance data across jurisdictional Education Authorities, and the Catholic and independent sectors.

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

Key amendments from previous cycle:	Data on the proportion of Indigenous children enrolled in school have not been reported this year due to data quality issues – see comment on data quality for further information.
Outcome area:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
Performance indicator:	The proportion of Indigenous and low SES children enrolled in and attending school
Measure:	There are two measures for this indicator: Measure 2(a): Proportion of Indigenous and low SES children aged 6 to 15 years who are enrolled in school Measure 2(b): Attendance rates for Indigenous and low SES students enrolled in years 1 to 10
Measure 2(a):	Proportion of children aged 6 to 15 years who are enrolled in school, by Indigenous status (data not available by SES for the numerator, and therefore not reported) The measure is defined as follows: • *numerator* — total number of children aged 6 to 15 years and enrolled in school (full time and part time enrolments), by Indigenous status • *denominator* — total population of children aged 6 to 15 years, by Indigenous status and is expressed as a *percentage*
Measure 2(b):	Attendance rates for students in enrolled in years 1 to 10, by Indigenous status (data not available by SES) The measure is defined as follows: • *numerator* — aggregate number of actual days in attendance in the collection period, for children in years 1 to 10 (children enrolled full time only), by Indigenous status • *denominator* — aggregate number of possible days for attendance in the collection period, for children in years 1 to 10 (children enrolled full time only), by Indigenous status and is expressed as a *rate*
Data source 2(a):	*Numerator* — National Schools Statistics Collection (NSSC) data *Denominator* — (Indigenous) Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians; (total population) Estimated Resident Population; (non-Indigenous population) Total population minus Indigenous population

	Data are available annually
Data source 2(b):	*Numerator and denominator* — National Schools Attendance Collection (NSAC) data Data are available annually
Data provider:	Measure 2(a): *Numerator and denominator* — ABS
	Measure 2(b): *Numerator and denominator* — ACARA
Data availability:	Measure 2(a): 2011 Measure 2(b): 2011
Cross tabulations provided:	Measure 2(a): numerator only - State and Territory
	Measure 2(b): State and Territory by school sector by year level by • Indigenous status

Box 13 **Results (measure 2a)**

For this report, no new data for this indicator are available for 2011. However, data for the numerator are provided for information.

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

Data for 2010 and 2009 are included in the 2010 NEA performance report, and data for 2008 are available in the 2009 NEA performance report.

Attachment tables (measure 2a)

Table NEA.2.1	Number of children aged 6–15 years enrolled in school, by Indigenous status, 2011

Box 14 Comment on data quality (measure 2a)

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

- The data provide relevant information on the proportion of children aged 6–15 years enrolled in school. Data are not available by socioeconomic status (SES).
- Annual data are available, with the most recent data collected in 2011. Data for the numerator have been provided by Indigenous status. However, data for the proportions have not been provided by Indigenous status due to concerns with the quality of the data. Specifically, the rates for most states and territories exceed 100 per cent, primarily as a result of differences in the data sources. Enrolments data (the numerator) are administratively based and may include students who cross jurisdictional boundaries to attend school. Indigenous population data (the denominator) are estimates of usual residents within a defined State or Territory boundary, based on assumptions regarding population changes for Indigenous people.
- ABS is working to develop a substitute 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:

- Subject to the outcomes of the NEA review, disaggregation of this indicator by SES remains a priority. The current structure of the data collection for student enrolments does not include collection of SES. The Steering Committee notes that the ABS is moving to a unit based collection for the NSSC which may enable collection of data by SES.
- ABS data from the NSSC for reporting student enrolments (measure 2a) are not comparable with data from the NSAC for reporting student attendance (measure 2b).

Box 15 Results (measure 2b)

For this report, new data for this indicator are available for 2011.

- Data by State and Territory, by Indigenous status are presented in tables NEA.2.2–2.4.

Data for 2010 are available in an addendum to the 2010 NEA performance report. Some data for 2009 and 2008 are available in the 2010 NEA performance report. The remaining data for 2009 and 2008, and the data for 2007 are available in the 2009 NEA performance report.

Attachment tables (measure 2b)

Table NEA.2.2	Student attendance rates, government schools, by Indigenous status, 2011 (per cent)
Table NEA.2.3	Student attendance rates, independent schools, by Indigenous status, 2011 (per cent)
Table NEA.2.4	Student attendance rates, Catholic schools, by Indigenous status, 2011 (per cent)

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

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

- The data provide an indicative measure of student attendance in years 1–10 within an individual school sector within a State or Territory, by Indigenous status
- Annual data are available.
- The data are of acceptable accuracy at the State and Territory level. National totals are not available as the data are not sufficiently robust to be added or averaged. Data are not comparable across states and territories, or across school sectors, due to differences in collection and reporting processes.
- Detailed explanatory notes are publicly available to assist interpretation of results. Some states do not separately report the rates for ungraded students, which may affect the interpretation of year level data.

The Steering Committee also notes the following issues:

- Data comparability issues limit the usefulness of this measure. Further improvements are required to develop comparable data across school sectors and across states and territories. Further, attendance rates for the total of all school sectors and nationally are required.
- ACARA plans to develop and implement a Student Attendance Data Methodology with the aim of collection and reporting consistent student attendance data across jurisdictional Education Authorities, and the Catholic and independent sectors.

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

Key amendments from previous cycle:	No amendments have been made
Outcome area:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
Performance indicator:	The proportion of Indigenous students completing year 10
Measure:	Proportion of the population aged 17 to 19 years whose highest year of schooling is year 10 or above, by Indigenous status The measure is defined as follows: • *numerator* – people aged 17 to 19 years who have completed year 10 or above, by Indigenous status • *denominator* – total population of people aged 17 to 19 years, by Indigenous status and is expressed as a *percentage* This measure is based on those people who self-identify their highest year of schooling as year 10 or above
Data sources:	*Numerator and denominator* — Census of Population and Housing (Census). Data are available 5-yearly *(Supplementary) Numerator and denominator* — (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) (which replaces the NATSIHS). Data are available on a rotating 3-yearly cycle. (Non-Indigenous) Survey of Education and Work (SEW). Data are available annually
Data provider:	ABS
Data availability:	No new data are available for this reporting cycle
Cross tabulations provided:	Not applicable

Box 17 **Results**

No new data are provided in this report.

- Data for 2008 (NATSISS/SEW) are available in the 2010 NEA performance report.
- Data for 2006 (Census) are available in the 2008 NEA performance report.

New data are anticipated to be available for the next NEA performance report from the 2011-13 AATSIHS/AHS.

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

Key amendments from previous cycle:	From 2011, the NAPLAN writing test was assessed on a persuasive text, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for prior years.
Outcome area:	Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
Performance indicator:	Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing
Measures:	There are two measures for this indicator: Measure 4(a): Proportion of students who achieved at or above the national minimum standard (for reading, writing and numeracy, in years 3, 5, 7 and 9) [Note: NAPLAN reports the percentage of students who achieved at or above the national minimum standard. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) are agreed by states, territories and the Commonwealth and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose] Measure 4(b): NAPLAN mean scale scores for students (for reading, writing and numeracy, in years 3, 5, 7 and 9)
Data source:	National Assessment Program – Literacy and Numeracy (NAPLAN). Data are available annually.
Data provider:	ACARA
Data availability:	2011
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 geolocation

Box 18 **Results**

For this report, new data for this indicator are available for 2011.

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

Data for 2010 are available in the 2010 NEA performance report. Data for 2009 and 2008 are available in the 2009 NEA performance report.

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

Attachment tables

Table NEA 4.1	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2011 (per cent)
Table NEA 4.2	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2011 (per cent)
Table NEA 4.3	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2011 (per cent)
Table NEA 4.4	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2011 (per cent)
Table NEA 4.5	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2011 (per cent)
Table NEA 4.6	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2011 (per cent)
Table NEA 4.7	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2011 (per cent)
Table NEA 4.8	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2011 (per cent)
Table NEA 4.9	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2011 (per cent)
Table NEA 4.10	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2011 (per cent)
Table NEA 4.11	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2011 (per cent)
Table NEA 4.12	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation,

	2011 (per cent)
Table NEA 4.13	NAPLAN Mean scale scores for reading, year 3 students, by State and Territory, by geolocation, 2011 (score points)
Table NEA 4.14	NAPLAN Mean scale scores for writing, year 3 students, by State and Territory, by geolocation, 2011 (score points)
Table NEA 4.15	NAPLAN Mean scale scores for numeracy, year 3 students, by State and Territory, by geolocation, 2011 (score points)
Table NEA 4.16	NAPLAN Mean scale scores for reading, year 5 students, by State and Territory, by geolocation, 2011 (score points)
Table NEA 4.17	NAPLAN Mean scale scores for writing, year 5 students, by State and Territory, by geolocation, 2011 (score points)
Table NEA 4.18	NAPLAN Mean scale scores for numeracy, year 5 students, by State and Territory, by geolocation, 2011 (score points)
Table NEA 4.19	NAPLAN Mean scale scores for reading, year 7 students, by State and Territory, by geolocation, 2011 (score points)
Table NEA 4.20	NAPLAN Mean scale scores for writing, year 7 students, by State and Territory, by geolocation, 2011 (score points)
Table NEA 4.21	NAPLAN Mean scale scores for numeracy, year 7 students, by State and Territory, by geolocation, 2011 (score points)
Table NEA 4.22	NAPLAN Mean scale scores for reading, year 9 students, by State and Territory, by geolocation, 2011 (score points)
Table NEA 4.23	NAPLAN Mean scale scores for writing, year 9 students, by State and Territory, by geolocation, 2011 (score points)
Table NEA 4.24	NAPLAN Mean scale scores for numeracy, year 9 students, by State and Territory, by geolocation, 2011 (score points)

Box 19 **Comment on data quality**

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

- The data provide relevant information on the literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing for the learning domains of reading, writing and numeracy.
- Data are available by State and Territory.
- Annual data are available.
- Students are classified in four ways: assessed, exempt, absent and withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard. Absent and withdrawn students are not assessed and are not counted as part of the cohort of assessed students. Data are available on the proportion of students who were exempt, absent and withdrawn.
- Data are sourced from NAPLAN (for assessed students) and from student enrolment records (for exempt, absent and withdrawn students)
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available on-line.

The Steering Committee also notes the following issues:

- A break in series for the NAPLAN writing test occurred in 2011. Writing is now assessed using a persuasive text, rather than a narrative text. This means results for NAPLAN writing from 2011 are not comparable with results for prior years.
- Relevant confidence intervals should be considered when interpreting the data in this report. At the request of the CRC, confidence intervals have not been provided with this report, as different confidence intervals are relevant to different analyses. The CRC have advised that they may request the data collection agency to undertake significance testing on the NAPLAN data.

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

Key amendments from previous cycle:	From 2011, the NAPLAN writing test was assessed on a persuasive text, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for prior years.
Outcome area:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
Related target:	Halve the gap for Indigenous students in reading, writing and numeracy within a decade
Performance indicator:	Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing
Measures:	There are two measures for this indicator: *(Main)* Measure 5(a): Proportion of students who achieved at or above the national minimum standard, by Indigenous status, by parental education and by parental occupation (for reading, writing and numeracy, in years 3, 5, 7 and 9) [Note: NAPLAN reports the percentage of students who achieved at or above the national minimum standard. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) are agreed by states, territories and the Commonwealth and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose] *(Supplementary)* Measure 5(b): NAPLAN mean scale scores for students, by Indigenous status, by parental education and by parental occupation (for reading, writing and numeracy, in years 3, 5, 7 and 9)
Data source:	National Assessment Program – Literacy and Numeracy (NAPLAN). Data are available annually
Data provider:	ACARA
Data availability:	2011
Cross tabulations provided:	For each year level (3, 5, 7 and 9 — reported individually) by learning domain (reading, writing and numeracy — reported individually): • State and Territory, by Indigenous status • State and Territory, by parental education

- State and Territory, by parental occupation

Box 20 **Results**

For this report, new data for this indicator are available for 2011.

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

Data for 2010 are available in the 2010 NEA performance report. Data for 2009 and 2008 (national results only for parental education and parental occupation) are available in the 2009 NEA performance report.

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

Attachment tables

Table NEA.5.1	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2011 (per cent)
Table NEA.5.2	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2011 (per cent)
Table NEA.5.3	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2011 (per cent)
Table NEA.5.4	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2011 (per cent)
Table NEA.5.5	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2011 (per cent)
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Table NEA.5.31	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2011 (per cent)
Table NEA.5.32	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2011 (per cent)
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Table NEA.5.49	NAPLAN Mean scale scores for numeracy, Year 9 students, by Indigenous status, 2011 (scale score)

Box 21 **Comment on data quality**

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

- The data provide relevant information on the literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing for the learning domains of reading, writing and numeracy.
- Data are available by State and Territory.
- Annual data are available.
- Data are available by Indigenous status and socioeconomic status (SES) (measured by parental education and parental occupation), by State and Territory.
- Students are classified in four ways: assessed, exempt, absent and withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard. Absent and withdrawn students are not assessed and are not counted as part of the cohort of assessed students. Data are available on the proportion of students who were exempt, absent and withdrawn.
- Data are sourced from NAPLAN (for assessed students) and from student enrolment records (for exempt, absent and withdrawn students)
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available on-line.

The Steering Committee also notes the following issues:

- A break in series for the NAPLAN writing test occurred in 2011. Writing is now assessed using a persuasive text, rather than a narrative text. This means results for NAPLAN writing from 2011 are not comparable with results for prior years.
- Relevant confidence intervals should be considered when interpreting the data in this report. At the request of the CRC, confidence intervals have not been provided with this report, as different confidence intervals are relevant to different analyses. The CRC have advised that they may request the data collection agency to undertake significance testing on the NAPLAN data.

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

Key amendments from previous cycle:	No amendments have been made
Outcome area:	Australian students excel by international standards
Performance indicator:	The proportion of students in the bottom and top levels of performance in international testing
Measures:	There are two measures for this indicator:

Measure 6(a): Proportion of students that achieved at or above the nationally agreed proficiency level for each of reading literacy, mathematical literacy and scientific literacy

The measure is defined as:

- *numerator* — number of students who achieved at or above the nationally agreed proficiency level (Level 3 for PISA) for each of reading literacy, mathematical literacy and scientific literacy
- *denominator* — total population of all students (15 year old students participating in PISA)

and is expressed as a *percentage*

Measure 6(b): Proportion of students in top and bottom levels of performance for each of reading literacy, mathematical literacy and scientific literacy

The measure for the top level for PISA is defined as:

- *numerator* — number of students who achieved at level 5 and level 6 on each of reading literacy, mathematical literacy and scientific literacy
- *denominator* — total population of all students (15 year old students participating in PISA)

and is expressed as a *percentage*

The measure for the bottom level for PISA is defined as:

- *numerator* — number of students who achieved at level 1 or below on each of reading literacy, mathematical literacy and scientific literacy
- *denominator* — total population of all students (15 year old students participating in PISA)

and is expressed as a *percentage*

Data sources:	*Numerator and denominator* — 3-yearly PISA (2009) – 2009 data published in previous cycle. No new data are available for this reporting cycle 4-yearly TIMSS – 2011 data anticipated to be available for the 2012 NEA performance report 5-yearly Progress in International Reading Literacy Study (PIRLS) – At this stage, PIRLS is a once-off assessment. Therefore, ongoing trend data for PIRLS may not be available. 2011 data are anticipated to be available for the 2012 NEA performance report
Data provider:	*Numerator and denominator* — ACER
Data availability:	No new data are available for this reporting cycle
Cross tabulations provided:	Not applicable

Box 22 **Results**

No new data are provided in this report.

- Data for measure 6a (PISA data for 2006) are available in the baseline 2008 NEA performance report.
- Data for measure 6b (PISA data for 2006 and 2009) are available in the 2010 NEA performance report.

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

Key amendments from previous cycle:	Data for 2010 have been revised due to amendments to the 2010 SEW population benchmarks: • Net Overseas Migration estimates used in calculating the population benchmarks have been revised • the population benchmarks for the NT have been amended to align with changes in the geographical scope of the survey.
Outcome area:	Young people make a successful transition from school to work and further study
Related target:	Lift the year 12 or equivalent attainment rate to 90 per cent by 2015
Performance indicator:	The proportion of the 20 to 24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above
Measure:	Proportion of the 20 to 24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above The measure is defined as: • *numerator* — number of 20 to 24 year olds who self-identify as having attained a year 12 or AQF Certificate Level II or above (includes Certificate I/II nfd) • *denominator* — number of 20 to 24 year olds in the population and is expressed as a *percentage*. Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level II and are therefore excluded from the numerator People whose level of study cannot be determined are assumed to be have attained below Certificate II and are therefore excluded from the numerator Excludes people whose educational attainment is not stated from the numerator and denominator (applicable only to Census data)
Data sources:	*Numerator and denominator* — Census of Population and Housing (Census). Data are available every 5 years *Numerator and denominator* — Survey of Education and Work (SEW). Data are available annually
Data provider:	*Numerator and denominator* — ABS

Data availability: SEW — 2010 (revised) and 2011

Cross tabulations provided (all): State and Territory

Box 23 **Results**

For this report, new data for this indicator are available for 2011.

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

Data for 2010 in the 2010 NEA performance report have been revised and are included in this report.

- Data by State and Territory are presented in table NEA.7.2.

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

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

Attachment tables

Table NEA.7.1	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, 2011
Table NEA.7.2	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, 2010

Box 24 **Comment on data quality**

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

- The data provide relevant information on the proportion of the 20–24 year old population who have completed year 12 or equivalent or AQF Certificate III or above. Data are available by State and Territory.
- Annual data are available from the supplementary data source — Survey of Education and Work (SEW) — with the most recent available data for 2011.
- Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has had a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. This change has only a minor effect on *national* comparisons over time.
- The ongoing exclusion of Indigenous communities in very remote areas has only a minor effect on estimates by *State and Territory*, except for the NT, where remote Indigenous communities account for around 15 per cent of the population.
- Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW. Revised 2010 data are included in this report to maintain time series.
- 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 full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs. However, the size of the RSEs continues to affect the ability to identify year to year movements for this indicator for all jurisdictions.
- The ABS has investigated the use of 'pooling' of SEW results for multiple years to reduce RSEs. However, the size of the RSEs did not reduce enough to improve substantially detection of year on year movements.
- Subject to the outcomes of the NEA review, the Steering Committee considers that further investigation of administrative data on completions of year 12 or equivalent certificate and AQF Certificate level III or above is required for annual reporting against this indicator.

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

Key amendments from previous cycle:	Data for 2010 (relevant to SES only) have been revised due to amendments to the 2010 SEW population benchmarks: • Net Overseas Migration estimates used in calculating the population benchmarks have been revised • the population benchmarks for the NT have been amended to align with changes in the geographical scope of the survey.
Outcome area:	Young people make a successful transition from school to work and further study
Related target:	At least halve the gap between Indigenous and non-Indigenous students with year 12 attainment or equivalent by 2020
Performance indicator:	The proportion of the 20 to 24 year old Indigenous and low SES population having attained at least a year 12 or equivalent or AQF Certificate Level II or above
Measure:	Proportion of the 20 to 24 year old population having attained at least a year 12 or equivalent or AQF Certificate Level II or above, by Indigenous status and SES The measure is defined as: • *numerator* — number of 20 to 24 year olds who self-identify as having attained a year 12 or AQF Certificate Level II or above (includes Certificate I/II nfd), by Indigenous status and SES • *denominator* — number of 20 to 24 year olds in the population, by Indigenous status and SES and is expressed as a *percentage* Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level II and are therefore excluded from the numerator People whose level of study cannot be determined are assumed to have attained below Certificate II and are therefore excluded from the numerator Excludes people whose educational attainment is not stated from the numerator and denominator (applicable only to Census data)
Data sources:	*Numerator and denominator* — (Indigenous status and SES) Census of Population and Health (Census). Data are available every 5 years *Numerator and denominator* — (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) (which replaces the NATSIHS). Data are available on a rotating 3-yearly cycle. (Non-Indigenous) Survey of Education and Work (SEW). Data are

	available annually
	Numerator and denominator — (SES) Survey of Education and Work (SEW).
Data provider:	*Numerator and denominator* — ABS
Data availability:	SEW — 2010 (revised) and 2011 [No new data are available by Indigenous status for this reporting cycle]
Cross tabulations provided:	State and Territory by: • SES (CD based SEIFA IRSD)

Box 25 **Results**

For this report, new data for this indicator are available for 2011.

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

Data for 2010 in the 2010 NEA performance report have been revised and are included in this report.

- Data by State and Territory, by SES are presented in table NEA.8.4–8.6.

Data for 2009 (SES) and 2008 (SES and Indigenous status) are available in the 2009 NEA performance report. 2006 Census data are available in the 2008 NEA performance report.

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

Attachment tables

Table NEA.8.1	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2011
Table NEA.8.2	RSEs for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2011
Table NEA.8.3	95 per cent confidence intervals for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate level II or above, by SES based on SEIFA IRSD, 2011
Table NEA.8.4	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010
Table NEA.8.5	RSEs for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010
Table NEA.8.6	95 per cent confidence intervals for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate level II or above, by SES based on SEIFA IRSD, 2010

Box 26 **Comment on data quality**

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

- The data provide relevant information on the proportion of the 20–24 year old population who have completed year 12 or equivalent or AQF Certificate III or above.
- Data by SES are available annually from the SEW, with the most recent available data for 2011. Data by Indigenous status are available every five years from the Census, and every three years on a rotating basis from the NATSISS/NATSIHS (now AATSIHS) (Indigenous population, with the annual SEW data providing a non-Indigenous comparator). No new data are available by Indigenous status for this report.
- Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has had a slightly wider scope, and excludes only persons in Indigenous communities from very remote areas. This change had only a minor effect on *national* comparisons over time.
- The ongoing exclusion of Indigenous communities in very remote areas has only a minor effect on estimates by *State and Territory*, except for the NT, where remote Indigenous communities account for around 15 per cent of the population.
- Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW. Revised 2010 data are included in this report to maintain time series.
- 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 full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs. However, the size of the RSEs continue to affect the ability to identify year on year movements for this indicator for all jurisdictions.
- The ABS investigated the use of 'pooling' of SEW results for multiple years to reduce RSEs. However, the size of the RSEs did not reduce enough to improve substantially detection of year on year movements.
- Subject to the outcomes of the NEA review, the Steering Committee considers that further investigation of administrative data on completions of year 12 or equivalent certificate and AQF Certificate level II or above is required for annual reporting against this indicator by Indigenous status and/or SES.

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

Key amendments from previous cycle:	Data for 2010 have been revised due to amendments to the 2010 SEW population benchmarks: • Net Overseas Migration estimates used in calculating the population benchmarks have been revised • the population benchmarks for the NT have been amended to align with changes in the geographical scope of the survey.
Outcome area:	Young people make a successful transition from school to work and further study
Performance indicator:	The proportion of young people participating in post school education or training six months after school
Measure:	Proportion of 15 to 19 year olds who have left school (not just in the previous six months) and are fully engaged in education or training or employment, by highest level of schooling completed. The measure is defined as: • *numerator* — number of persons aged 15 to 19 years who have left school and are fully engaged in employment, education and/or training, by highest level of schooling completed • *denominator* — number of persons aged 15 to 19 years who have left school, by highest level of schooling completed and is expressed as a *percentage* Fully engaged is defined as full time employment, full time education or training, or a mixture of part time employment and part time education or training
Data source:	*Numerator and denominator* — Survey of Education and Work (SEW). Data are available annually
Data provider:	*Numerator and denominator* — ABS
Data availability:	SEW — 2010 (revised) and 2011
Cross tabulations provided:	State and Territory, by highest level of schooling completed by: • Fully engaged in education, training and/or employment (disaggregated by education and training, employment, total) • (fully engaged total) by SES (CD based SEIFA IRSD) Level of schooling completed will be reported for: year 12, year 11, year 10 or below.

Box 27 **Results**

For this report, new data for this indicator are available for 2011.

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

Data for 2010 in the 2010 NEA performance report have been revised and are included in this report.

- Data by State and Territory are presented in tables NEA.9.6–9.7.
- Data by State and Territory, be SES are presented in tables NEA.9.8–9.10.

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

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

Attachment tables

Table NEA.9.1	Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011
Table NEA.9.2	RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011
Table NEA.9.3	Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA IRSD
Table NEA.9.4	RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA IRSD
Table NEA.9.5	95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA IRSD
Table NEA.9.6	Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010
Table NEA.9.7	RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010
Table NEA.9.8	Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA IRSD
Table NEA.9.9	RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA IRSD
Table NEA.9.10	95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA IRSD

Box 28 **Comment on data quality**

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

- The data provide relevant information on the proportion of 15–19 year old school leavers who are fully participating in post school education and/or training (with an additional grouping also including employment). Data are available by SES. Data are not available by Indigenous status. Data are available by State and Territory.
- Annual data are available from the Survey of Education and Work (SEW), with the most recent available data for 2011.
- Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has had a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. This change has only a minor effect on *national* comparisons over time.
- The ongoing exclusion of Indigenous communities in very remote areas has only a minor effect on estimates by *State and Territory*, except for the NT, where remote Indigenous communities account for around 15 per cent of the population.
- Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW. Revised 2010 data are included in this report to maintain time series.
- 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 full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs. However, the size of the RSEs continue to affect the ability to identify year on year movements for this indicator for all jurisdictions.
- The ABS investigated the use of 'pooling' of SEW results for multiple years to reduce RSEs. However, the size of the RSEs did not reduce enough to improve substantially detection of year on year movements.
- Subject to the outcomes of the NEA review, the Steering Committee considers that further investigation of alternative data sources and/or alternative measures is required for reporting against this indicator.

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

Key amendments from previous cycle:	Data for 2010 have been revised due to amendments to the 2010 SEW population benchmarks: • Net Overseas Migration estimates used in calculating the population benchmarks have been revised • the population benchmarks for the NT have been amended to align with changes in the geographical scope of the survey.
Outcome area:	Young people make a successful transition from school to work and further study
Performance indicator:	The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III
Measure:	Proportion of 18 to 24 year olds who are fully engaged in employment, education or training at or above AQF Certificate Level III The measure is defined as: • *numerator* — number of persons aged 18 to 24 years who are fully engaged in employment, education and/or training at or above AQF Certificate III • *denominator* — number of persons aged 18 to 24 years and is expressed as a *percentage* Fully engaged is defined as full time employment, full time education or training, or a mixture of part time employment and part time education or training People whose level of study cannot be determined are assumed to be studying at below the Certificate III level and are excluded from the numerator Persons who have not stated the level of qualification they are working towards are excluded from the numerator and denominator (only applicable to Census data)
Data sources:	*(Main) Numerator and denominator* — (All) (SES) Survey of Education and Work (SEW). Data are available annually *(Supplementary) Numerator and denominator* — (Indigenous status) (SES) Census of Population and Housing (Census). Data are available every 5 years *(Supplementary) Numerator and denominator* — (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) (which replaces the NATSIHS). Data are available on a rotating 3-yearly cycle. (Non-Indigenous) Survey of Education and Work (SEW). Data are available annually

Data provider:	*Numerator and denominator* — ABS
Data availability:	SEW — 2008 (revised SES), 2010 (all revised) and 2011 [No new data are available by Indigenous status for this reporting cycle]
Cross tabulations provided:	State and Territory, by • engagement (education and training, employment, total), by SES (CD based SEIFA IRSD)

Box 29 **Results**

For this report, new data for this indicator are available for 2011.

- Data by State and Territory are presented in table NEA.10.1.
- Data by State and Territory, by SES, are presented in tables NEA.10.2–10.4.

Data for 2010 in the 2010 NEA performance report have been revised and are included in this report.

- Data by State and Territory are presented in table NEA.10.5.

Data by SES for 2008 in the 2009 NEA performance report have been revised and are included in this report.

- Data by State and Territory, by SES, are presented in tables NEA.10.6–11.

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

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

Attachment tables

Table NEA.10.1	Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011
Table NEA.10.2	Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011, by SES based on ABS SEIFA IRSD
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Box 30 **Comment on data quality**

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

- The SEW data collection provides relevant information on the proportion of the 18–24 year old population who are fully engaged in employment, education and/or training at or above AQF Certificate III. Data are available by State and Territory, by socioeconomic status (SES).
- Annual data are available from the Survey of Education and Work (SEW) for the general population and by SES. The most recent available data are in respect of 2011.
- Data by Indigenous status are available every five years from the Census, and every three years on a rotating basis from the NATSISS/NATSIHS (now AATSIHS) (Indigenous population, with the annual SEW data providing a non-Indigenous comparator). No new data are available for this report.
- Prior to 2009, all persons in very remote areas were excluded from the SEW. From 2009 onwards, the SEW has had a slightly wider scope, and excludes only persons in Indigenous communities in very remote areas. This change has only a minor effect on *national* comparisons over time.
- The ongoing exclusion of Indigenous communities in very remote areas has only a minor effect on estimates by *State and Territory*, except for the NT, where remote Indigenous communities account for around 15 per cent of the population.
- Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW. Revised 2010 data are included in this report to maintain time series.
- 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 full sample for the SEW was reinstated in 2010 and generally resulted in lower RSEs. However, the size of the RSEs continue to affect the ability to identify year on year movements for this indicator for all jurisdictions.
- The ABS investigated the use of 'pooling' of SEW results for multiple years to reduce RSEs. However, the size of the RSEs did not reduce enough to improve substantially detection of year on year movements.
- Subject to the outcomes of the NEA review, the Steering Committee considers that further investigation of alternative data sources and/or alternative measures is required for reporting against this indicator.

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

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

Key amendments from previous cycle:	Under the revised NIRA, this PI has two measures. The first is the existing measure in relation to achievement, the second is the measure related to participation (previously reported as a separate NIRA indicator). From 2011, the NAPLAN writing test was assessed on a persuasive text, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for prior years.
Performance indicator:	Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9
Measure:	There are two measures for this indicator: Measure 11(a): Proportion of students who achieved at or above the national minimum standard (for reading, writing and numeracy, in years 3, 5, 7 and 9) [Note: NAPLAN reports the percentage of students who achieved at or above the national minimum standard. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) are agreed by states, territories and the Commonwealth and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose] Measure 11(b): Rates of participation in NAPLAN reading, writing, and numeracy tests — in years 3, 5, 7, 9 The measure is defined as: • *numerator* — number of assessed and exempt students in years 3, 5, 7 and 9 • *denominator* — total number of students in years 3, 5, 7 and 9 and is expressed as a *rate* Numbers also reported separately for exempt, absent and withdrawn students.
Data source:	National Assessment Program – Literacy and Numeracy (NAPLAN). Data are available annually

Data provider:	ACARA
Data availability:	NAPLAN — 2011
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

Box 31 **Results (measure 11a)**

For this report, new data for this indicator are available for 2011.

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

Data for 2010 are available in the 2010 NEA performance report (specified as NEA indicator 11). Data for 2009 and 2008 are available in the 2009 NEA performance report.

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

Attachment tables (measure 11a)

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Box 32 **Comment on data quality (measure 11a)**

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

Box 33 **Results (measure 11b)**

For this report, new data for this indicator are available for 2011.

- Data by State and Territory, by Indigenous status are presented in tables NIRA.11(b).1–4.

Data for 2010 are available in the 2010 NEA performance report (specified as NEA Indicator 12). Data for 2009 and 2008 are available in the 2009 NEA performance report.

Additional data on the proportion of students exempt, absent and withdrawn are available for 2011.

- Data by State and Territory, by Indigenous status are presented in tables NIRA.11(b).5–7.

Data for 2009 and 2010 are available in the 2010 NEA performance report.

Attachment tables (measure 11b)

Table NIRA.11(b).1	Year 3 student participation in assessment, 2011 (per cent)
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Table NIRA.11(b).3	Year 7 student participation in assessment, 2011 (per cent)
Table NIRA.11(b).4	Year 9 student participation in assessment, 2011 (per cent)
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Table NIRA.11(b).6	Proportion of student absences, by Indigenous status, by State and Territory, 2011 (per cent)
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Box 34 Comment on data quality (measure 11b)

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

- The data provide relevant information on the participation of year 3, 5, 7 and 9 students in national testing for the learning domains of reading, writing and numeracy.
- Data are available by State and Territory, by Indigenous status.
- Annual data are available. The most recent available data are for 2011.
- Data are available by Indigenous status, by State and Territory.
- Students are classified in four ways: assessed, exempt, absent and withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard. Absent and withdrawn students are not assessed and are not counted as part of the cohort of assessed students. Data are available on the proportion of students who were exempt, absent and withdrawn.
- Data are sourced from NAPLAN (for assessed students) and from student enrolment records (for exempt, absent and withdrawn students)
- Data are of acceptable accuracy. Percentages in tables are rounded and may not sum to 100.
- Detailed explanatory notes are publicly available to assist in the interpretation of results.
- Additional data from the data source are available on-line.

The Steering Committee has no further issues for noting with this measure.

NEA Indicator 12. Attendance rates, Year 1 to Year 10

[This NIRA indicator relates directly to the attendance measure under NEA indicator 2].

Key amendments from previous cycle:	No amendments have been made. Under the revised NIRA this indicator has not changed from the previous version of the NIRA.
Performance indicator:	Attendance rates, Year 1 to Year 10
Measure:	The measure is defined as follows: • *numerator* — aggregate number of actual days in attendance in the collection period, for children in years 1 to 10 (children enrolled full time only), by Indigenous status • *denominator* — aggregate number of possible days for attendance in the collection period, for children in years 1 to 10 (children enrolled full time only), by Indigenous status and is expressed as a *rate*
Data source:	*Numerator and denominator* — National Schools Attendance Collection (NSAC) data. Data are available annually
Data provider:	ACARA
Data availability:	2011
Cross tabulations provided:	State and Territory, by school sector, by year level, by • Indigenous status

Box 35 **Results**

For this report, new data for this indicator are available for 2011.

- Data by State and Territory, by Indigenous status are presented in tables NEA.2.2–2.4.

Data for 2010 are available in an addendum to the 2010 NEA performance report (specified as NEA indicator 14). Some data for 2009 and 2008 are available in the 2010 NEA performance report. The remaining data for 2009 and 2008, and the data for 2007 are available in the 2009 NEA performance report.

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Table NEA.2.2	Student attendance rates, government schools, by Indigenous status, 2011 (per cent)

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Box 36 **Comment on data quality**

Details are included in the comment on data quality for NEA Indicator 2 (measure 2b).

NEA Indicator 13. Attainment of year 12 or equivalent

Key amendments from previous cycle:	Under the revised NIRA, this PI has two measures. The first is the existing measure on attainment of year 12 or equivalent or above. The second measure is new and is related to year 12 certification. A measure is yet to be developed for Year 12 certification.
Performance indicator:	Attainment of year 12 or equivalent
Measure:	There are two measures for this indicator: Measure 13(a): Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II level (or above), by Indigenous status The measure is defined as: • *numerator* — people aged 20–24 years who have completed year 12 or equivalent or whose level of highest non-school qualification is at Certificate II or equivalent or above, by Indigenous status • *denominator* — total population of people aged 20–24 years, by Indigenous status and is expressed as a *percentage* Measure 13(b): Year 12 certification Measure yet to be developed
Data sources:	Measure 13(a) (Main data collection) *Numerator and denominator* — (Indigenous status) Census of Population and Housing (Census). Data are available every 5 years (Supplementary data collection) *Numerator and denominator* — (Indigenous) National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS). Data are available on a rotating 3-yearly cycle (Non-Indigenous) Survey of Education and Work (SEW). Data are available annually Measure 13(b) Measure yet to be developed
Data provider:	Measure 13(a): ABS Measure 13(b): Measure yet to be developed.

Data availability:	Not applicable. [2006 Census data and 2008 NATSISS and 2008 SEW data provided for measure 13(a) for the baseline report. There are no new data available for this reporting cycle]
Cross tabulations provided:	Nil

Box 37 **Comment on data quality**

No new data are available for this report for measure 13(a). Data for 2008 are available in the 2009 NEA performance report (reported under NEA indicator 8).

There are no data of sufficient quality for reporting against measure 13(b) — Year 12 certification. The Schools Data Subgroup (a subgroup of the Australian Education, Early Child Development and Youth Affairs Senior Officials Committee) is currently investigating options for reporting on year 12 certification.

National Education Agreement performance reporting

— data tables

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NEA Indicator 10

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Table NEA.10.2 Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011, by SES based on ABS SEIFA

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Performance Targets

NEA Target a.1:

See NEA Indicator 7, attachment tables NEA.7.1 and NEA.7.2

NEA Target a.2:

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

Table NEA.a.2.1 **Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III level or above, 2011 (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
							Estimate				
20–24 year old population with relevant qualification		'000	432.8	359.9	269.7	142.4	95.9	23.4	27.3	9.7	1361.0
Total 20–24 year old population		'000	524.8	427.2	327.7	172.9	116.4	31.7	30.3	14.0	1644.8
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert III or above		**%**	**82.5**	**84.3**	**82.3**	**82.4**	**82.4**	**73.8**	**90.1**	**69.7**	**82.7**
							Relative standard error				
20–24 year old population with relevant qualification		Est.%	1.8	1.7	2.2	2.2	2.3	5.4	2.4	8.4	0.8
Total 20–24 year old population		Est.%	0.3	0.3	0.9	0.7	0.6	1.1	–	7.2	0.3
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert III or above		**Prop.%**	**1.8**	**1.8**	**2.0**	**1.9**	**2.3**	**5.3**	**2.4**	**6.0**	**0.8**
							95 per cent confidence interval				
20–24 year old population with relevant qualification	±	'000	15.0	12.3	11.8	6.0	4.4	2.5	1.3	1.6	22.4
Total 20–24 year old population	±	'000	3.5	2.8	5.9	2.5	1.4	0.7	–	2.0	8.7
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert III or above	**±**	**%**	**3.0**	**3.0**	**3.3**	**3.0**	**3.8**	**7.7**	**4.3**	**8.2**	**1.3**

Table NEA.a.2.1 **Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III level or above, 2011 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

– Nil or rounded to zero.

Source : ABS (2011) *Survey of Education and Work, 2011* , data cubes, Cat. No. 6227.0.

Table NEA.a.2.2 **Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III level or above, 2010 (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
							Estimate				
20–24 year old population with relevant qualification		'000	437.7	372.3	281.1	132.9	90.6	23.0	26.6	9.5	1373.7
Total 20–24 year old population		'000	516.7	424.7	322.1	171.5	115.4	31.3	30.0	13.6	1625.2
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert III or above		**%**	**84.7**	**87.7**	**87.3**	**77.5**	**78.6**	**73.3**	**88.5**	**70.4**	**84.5**
							Relative standard error				
20–24 year old population with relevant qualification		Est.%	1.9	1.3	1.9	3.0	2.8	5.4	2.9	15.4	0.9
Total 20–24 year old population		Est.%	0.8	0.3	0.8	0.6	0.3	0.9	–	15.2	0.4
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert III or above		**Prop.%**	**1.7**	**1.3**	**1.5**	**3.1**	**2.8**	**5.4**	**2.9**	**5.1**	**0.9**
							95 per cent confidence interval				
20–24 year old population with relevant qualification	±	'000	16.1	9.5	10.7	7.7	5.0	2.4	1.5	2.9	25.4
Total 20–24 year old population	±	'000	7.6	2.8	5.1	1.9	0.7	0.6	–	4.1	11.6
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert III or above	**±**	**%**	**2.8**	**2.2**	**2.6**	**4.7**	**4.3**	**7.7**	**5.0**	**7.1**	**1.5**

Table NEA.a.2.2 **Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III level or above, 2010 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

– Nil or rounded to zero.

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

NEA Target b:

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

See NEA Indicator 5, tables NEA.5.26–37

NEA Target c:

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

No new data are available for this report

Performance Indicators

NEA Indicator 1:

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

Table NEA.1.1 **Proportion of children aged 6–15 years enrolled in school, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number of children aged 6–15 years enrolled in school (a)	no.	885 274	666 143	587 301	292 276	195 070	64 024	46 165	31 924	2 768 177
Total 6–15 year old population (b)	no.	895 492	689 429	593 200	301 950	195 287	64 196	42 271	33 908	2 815 733
Proportion of 6–15 year old population enrolled in school	**%**	**98.9**	**96.6**	**99.0**	**96.8**	**99.9**	**99.7**	**109.2**	**94.1**	**98.3**

(a) School data includes children enrolled full-time or part-time in 2011. Data also includes students who cross state and territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Includes children enrolled full-time or part-time. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other Territory' enrolments are excluded.

(b) Estimates for the total population are sourced from the most recently available ABS (2011) Population by Age and Sex, June 2011, Cat. No. 3201.0. The Australia total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.

Source : ABS (2012) *Schools, Australia, 2011* , Cat. No. 4221.0, data cube NSSC Table 42b: Full-time and part-time students 2007–2011; ABS (2011) *Population by age and sex, Australian States and Territories, June 2011;* ABS (2012) *Australian Demographic Statistics, Sep 2011* , Cat. No. 3101.0, data cubes Tables 51-59. Estimated Resident Population By Single Year Of Age, [by state/territory and Australia].

Table NEA.1.2 **Student attendance rates, government schools, by sex, 2011 (per cent)**

	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	87	91	83
Female	94	94	94	94	94	94	93	91	89	87	91	84
Total	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**90**	**89**	**87**	**91**	**83**
Vic												
Male	94	94	94	94	94	94	93	91	90	91	89	89
Female	94	94	94	94	94	94	93	91	90	89	89	89
Total	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**91**	**90**	**90**	**89**	**89**
Qld												
Male	92	92	92	92	92	92	92	90	87	86	na	na
Female	92	92	93	92	93	93	92	91	88	87	na	na
Total	**92**	**92**	**92**	**92**	**93**	**92**	**92**	**91**	**88**	**87**	**na**	**na**
WA												
Male	92	93	93	93	93	93	92	90	87	86	na	96
Female	92	93	93	93	93	93	92	90	87	85	na	95
Total	**92**	**93**	**93**	**93**	**93**	**93**	**92**	**90**	**87**	**86**	**na**	**96**
SA												
Male	92	92	92	92	92	92	91	89	87	86	91	89
Female	92	92	92	92	92	92	92	90	86	85	92	89
Total	**92**	**92**	**92**	**92**	**92**	**92**	**92**	**89**	**87**	**85**	**91**	**89**
Tas												
Male	94	94	94	94	94	94	92	90	88	87	na	na
Female	94	94	94	95	94	94	92	90	88	85	na	na

Table NEA.1.2 **Student attendance rates, government schools, by sex, 2011 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
Total	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**90**	**88**	**86**	**na**	**na**
ACT												
Male	94	93	94	93	93	93	90	89	87	87	na	na
Female	93	93	93	93	93	93	91	89	86	85	na	na
Total	**93**	**93**	**94**	**93**	**93**	**93**	**91**	**89**	**87**	**86**	**na**	**na**
NT												
Male	81	83	82	82	82	83	81	79	78	76	83	89
Female	81	84	83	84	84	85	81	79	76	75	90	89
Total	**81**	**83**	**83**	**83**	**83**	**84**	**81**	**79**	**77**	**76**	**84**	**89**

na Not available

Source: ACARA (unpublished).

Table NEA.1.3 **Student attendance rates, independent schools, by sex, 2011 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
NSW												
Male	94	94	95	94	95	94	95	94	94	94	94	94
Female	94	94	94	94	94	94	94	94	93	92	92	91
Total	**94**	**94**	**95**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**94**	**93**
Vic												
Male	95	95	95	95	95	94	95	94	94	94	84	82
Female	94	94	95	95	95	95	95	94	94	93	88	80
Total	**95**	**94**	**95**	**95**	**95**	**95**	**95**	**94**	**94**	**93**	**85**	**82**
Qld												
Male	94	95	95	95	95	94	95	94	93	92	90	83
Female	94	94	95	94	95	94	94	94	94	92	89	86
Total	**94**	**94**	**95**	**94**	**95**	**94**	**95**	**94**	**93**	**92**	**90**	**84**
WA												
Male	93	94	94	94	95	94	94	94	93	93	90	43
Female	93	94	95	94	95	95	95	94	93	93	100	27
Total	**93**	**94**	**94**	**94**	**95**	**94**	**95**	**94**	**93**	**93**	**92**	**35**
SA												
Male	95	95	95	94	95	94	94	94	94	93	89	89
Female	95	95	94	95	95	94	95	94	93	93	93	71
Total	**95**	**95**	**95**	**94**	**95**	**94**	**94**	**94**	**94**	**93**	**90**	**81**
Tas												
Male	95	94	94	95	94	94	94	93	92	93	89	100
Female	94	94	94	94	95	93	93	93	92	90	95	100

Table NEA.1.3 **Student attendance rates, independent schools, by sex, 2011 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
Total	**94**	**94**	**94**	**94**	**95**	**94**	**93**	**93**	**92**	**91**	**90**	**100**
ACT												
Male	94	95	94	95	95	94	95	94	95	93	na	na
Female	94	94	94	94	95	95	95	94	94	93	na	na
Total	**94**	**95**	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**na**	**na**
NT												
Male	91	89	91	89	89	87	91	91	91	90	na	52
Female	92	90	92	93	91	89	91	89	91	86	na	56
Total	**91**	**90**	**91**	**91**	**90**	**88**	**91**	**90**	**91**	**88**	**na**	**54**

na Not available

Source: ACARA (unpublished).

Table NEA.1.4 **Student attendance rates, Catholic schools, by sex, 2011 (per cent)**

	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	95	94	94	93	93	92	95	na
Female	94	94	94	94	94	94	94	92	91	90	93	na
Total	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**92**	**91**	**94**	**na**
Vic												
Male	94	94	95	94	95	94	94	93	93	92	93	84
Female	94	94	95	94	95	94	95	93	93	92	83	73
Total	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**93**	**92**	**90**	**80**
Qld												
Male	94	94	95	95	94	94	94	94	93	92	na	80
Female	93	94	94	94	94	94	94	94	93	92	na	58
Total	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**92**	**na**	**73**
WA												
Male	94	93	93	94	94	94	95	94	94	94	na	na
Female	92	93	94	93	94	93	95	94	93	94	na	na
Total	**93**	**93**	**94**	**94**	**94**	**94**	**95**	**94**	**94**	**94**	**na**	**na**
SA												
Male	95	95	95	95	95	95	95	94	94	94	97	97
Female	94	94	94	95	95	95	95	94	93	92	93	95
Total	**94**	**94**	**95**	**95**	**95**	**95**	**95**	**94**	**93**	**93**	**96**	**96**
Tas												
Male	93	95	94	93	94	94	94	93	93	93	na	na
Female	93	93	94	94	94	94	94	93	91	91	na	na

Table NEA.1.4 **Student attendance rates, Catholic schools, by sex, 2011 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
Total	**93**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**92**	**92**	**na**	**na**
ACT												
Male	95	93	94	95	94	94	93	91	91	91	na	na
Female	93	93	93	94	94	93	94	91	90	89	na	na
Total	**94**	**93**	**94**	**94**	**94**	**94**	**94**	**91**	**91**	**90**	**na**	**na**
NT												
Male	81	76	82	86	87	84	77	84	83	79	na	47
Female	83	82	84	86	87	83	84	83	81	69	na	na
Total	**82**	**79**	**83**	**86**	**87**	**83**	**81**	**84**	**82**	**74**	**na**	**47**

na Not available

Source: ACARA (unpublished).

NEA Indicator 2:

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

Table NEA.2.1 **Number of children aged 6–15 years enrolled in school, by Indigenous status, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					Indigenous children					
Number of children aged 6–15 years enrolled in school (a)	no.	42 680	8 720	40 502	19 282	7 709	4 572	1 102	13 469	138 036
					Non-Indigenous children (b)					
Number of children aged 6–15 years enrolled in school (a)	no.	842 594	657 423	546 799	272 994	187 361	59 452	45 063	18 455	2 630 141
					All children (b)					
Number of children aged 6–15 years enrolled in school (a)	no.	885 274	666 143	587 301	292 276	195 070	64 024	46 165	31 924	2 768 177

(a) School data includes children enrolled full-time or part-time in 2011. Data also includes students who cross state and territory boundaries to attend school. Includes children enrolled full-time or part-time. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other Territory' enrolments are excluded.

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

Source: ABS (2012) *Schools, Australia, 2011*, Cat. No. 4221.0, data cube NSSC Table 42b: Full-time and part-time students 2007–2011.

Table NEA.2.2 **Student attendance rates, government schools, by Indigenous status, 2011 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
NSW												
Indigenous	90	90	90	90	90	89	86	81	78	74	87	74
Non-Indigenous	94	95	95	95	95	94	93	91	90	88	92	85
Total	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**90**	**89**	**87**	**91**	**83**
Vic												
Indigenous	89	90	89	89	89	89	87	83	80	79	84	84
Non-Indigenous	94	94	94	94	94	94	93	91	90	90	89	89
Total	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**91**	**90**	**90**	**89**	**89**
Qld												
Indigenous	86	86	87	86	87	87	86	84	79	77	na	na
Non-Indigenous	92	93	93	93	93	93	93	91	89	87	na	na
Total	**92**	**92**	**92**	**92**	**93**	**92**	**92**	**91**	**88**	**87**	**na**	**na**
WA												
Indigenous	80	81	82	82	83	82	81	74	67	64	na	na
Non-Indigenous	93	94	94	94	94	94	93	91	89	88	na	96
Total	**92**	**93**	**93**	**93**	**93**	**93**	**92**	**90**	**87**	**86**	**na**	**96**
SA												
Indigenous	80	82	81	82	82	83	82	76	72	70	81	74
Non-Indigenous	92	93	93	93	93	93	92	90	88	86	92	90
Total	**92**	**92**	**92**	**92**	**92**	**92**	**92**	**89**	**87**	**85**	**91**	**89**
Tas												
Indigenous	93	93	92	93	93	93	87	87	81	79	na	na
Non-Indigenous	94	94	94	94	94	94	93	90	89	87	na	na

Table NEA.2.2 **Student attendance rates, government schools, by Indigenous status, 2011 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
Total	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**90**	**88**	**86**	**na**	**na**
ACT												
Indigenous	89	89	88	87	90	89	82	79	73	72	na	na
Non-Indigenous	93	94	94	93	93	93	91	89	87	86	na	na
Total	**93**	**93**	**94**	**93**	**93**	**93**	**91**	**89**	**87**	**86**	**na**	**na**
NT												
Indigenous	69	72	72	72	73	74	70	65	61	60	79	66
Non-Indigenous	92	93	93	93	92	93	92	90	88	85	92	90
Total	**81**	**83**	**83**	**83**	**83**	**84**	**81**	**79**	**77**	**76**	**84**	**89**

na Not available

Source: ACARA (unpublished).

Table NEA.2.3 **Student attendance rates, independent schools, by Indigenous status, 2011 (per cent)**

	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	87	90	90	89	89	92	91	90	87	83	91	88
Non-Indigenous	94	94	95	94	95	94	95	94	94	93	94	93
Total	**94**	**94**	**95**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**94**	**93**
Vic												
Indigenous	95	95	94	93	92	93	83	84	87	87	na	72
Non-Indigenous	95	94	95	95	95	95	95	94	94	93	85	82
Total	**95**	**94**	**95**	**95**	**95**	**95**	**95**	**94**	**94**	**93**	**85**	**82**
Qld												
Indigenous	88	90	93	90	91	88	91	89	83	86	78	90
Non-Indigenous	94	94	95	95	95	94	95	94	94	92	91	84
Total	**94**	**94**	**95**	**94**	**95**	**94**	**95**	**94**	**93**	**92**	**90**	**84**
WA												
Indigenous	83	80	82	84	80	85	85	84	78	74	na	33
Non-Indigenous	93	94	95	94	95	95	95	94	93	93	92	36
Total	**93**	**94**	**94**	**94**	**95**	**94**	**95**	**94**	**93**	**93**	**92**	**35**
SA												
Indigenous	88	87	88	89	90	90	86	85	90	87	na	83
Non-Indigenous	95	95	95	94	95	94	94	94	94	93	90	81
Total	**95**	**95**	**95**	**94**	**95**	**94**	**94**	**94**	**94**	**93**	**90**	**81**
Tas												
Indigenous	91	97	95	93	97	91	92	91	88	87	na	na
Non-Indigenous	94	94	94	94	95	94	93	93	92	91	90	100

Table NEA.2.3 **Student attendance rates, independent schools, by Indigenous status, 2011 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
Total	**94**	**94**	**94**	**94**	**95**	**94**	**93**	**93**	**92**	**91**	**90**	**100**
ACT												
Indigenous	95	96	94	93	90	99	95	91	100	98	na	na
Non-Indigenous	94	95	94	94	95	94	95	94	94	93	na	na
Total	**94**	**95**	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**na**	**na**
NT												
Indigenous	74	65	74	76	68	67	81	82	85	80	na	54
Non-Indigenous	93	94	94	93	95	92	95	93	93	92	na	na
Total	**91**	**90**	**91**	**91**	**90**	**88**	**91**	**90**	**91**	**88**	**na**	**54**

na Not available

Source: ACARA (unpublished).

Table NEA.2.4 **Student attendance rates, Catholic schools, by Indigenous status, 2011 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
NSW												
Indigenous	89	89	90	91	91	90	87	89	87	85	na	na
Non-Indigenous	94	94	94	94	94	94	94	92	92	91	94	na
Total	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**92**	**91**	**94**	**na**
Vic												
Indigenous	90	90	87	90	91	90	91	91	83	87	na	85
Non-Indigenous	94	94	95	94	95	94	94	93	93	92	90	80
Total	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**93**	**92**	**90**	**80**
Qld												
Indigenous	89	89	91	90	90	90	92	91	89	86	na	58
Non-Indigenous	94	94	94	94	94	94	94	94	93	92	na	90
Total	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**92**	**na**	**73**
WA												
Indigenous	74	74	81	78	76	82	80	82	78	85	na	na
Non-Indigenous	94	94	94	94	95	94	95	94	94	94	na	na
Total	**93**	**93**	**94**	**94**	**94**	**94**	**95**	**94**	**94**	**94**	**na**	**na**
SA												
Indigenous	92	92	90	91	87	92	92	87	85	89	na	na
Non-Indigenous	95	94	95	95	95	95	95	94	93	93	96	96
Total	**94**	**94**	**95**	**95**	**95**	**95**	**95**	**94**	**93**	**93**	**96**	**96**
Tas												
Indigenous	92	94	96	92	93	95	92	90	90	94	na	na
Non-Indigenous	94	94	94	94	94	94	94	93	92	92	na	na

Table NEA.2.4 **Student attendance rates, Catholic schools, by Indigenous status, 2011 (per cent)**

	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*	*Year 6*	*Year 7*	*Year 8*	*Year 9*	*Year 10*	*Primary Ungraded*	*Secondary Ungraded*
Total	**93**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**92**	**92**	**na**	**na**
ACT												
Indigenous	91	85	90	86	93	95	90	89	88	92	na	na
Non-Indigenous	94	93	94	94	94	94	94	91	91	90	na	na
Total	**94**	**93**	**94**	**94**	**94**	**94**	**94**	**91**	**91**	**90**	**na**	**na**
NT												
Indigenous	67	65	69	76	79	69	69	75	71	55	na	47
Non-Indigenous	91	91	91	92	91	90	88	89	87	87	na	na
Total	**82**	**79**	**83**	**86**	**87**	**83**	**81**	**84**	**82**	**74**	**na**	**47**

na Not available

Source: ACARA (unpublished).

NEA Indicator 3:

The proportion of Indigenous students completing year 10

No new data are available for this reporting cycle

NEA Indicator 4:

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

Table NEA 4.1 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2011 (per cent) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	95.7	95.5	93.8	93.5	92.8	92.4	95.6	..	94.8
Provincial	93.8	94.8	91.7	91.4	90.9	92.4	np	84.6	92.8
Remote	88.3	97.5	87.1	85.7	89.8	90.1	..	78.9	86.0
Very remote	76.5	..	76.9	73.3	69.5	np	..	33.5	60.7
Total	**95.2**	**95.3**	**92.8**	**92.1**	**92.0**	**92.4**	**95.6**	**67.6**	**93.8**

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

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.2 **Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	96.9	96.3	95.0	96.1	94.5	95.3	96.2	..	96.1
Provincial	95.3	96.0	93.9	95.0	94.6	95.1	np	89.1	94.9
Remote	90.0	99.6	90.1	89.0	91.0	97.1	..	80.2	88.6
Very remote	81.3	..	80.3	73.7	69.6	np	..	34.5	62.3
Total	**96.5**	**96.2**	**94.3**	**94.8**	**94.1**	**95.2**	**96.2**	**70.4**	**95.3**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.3 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2011 (per cent) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	96.8	96.2	95.7	96.2	94.4	95.3	96.5	..	96.2
Provincial	95.6	96.0	94.6	95.2	93.9	95.5	np	91.8	95.2
Remote	92.5	99.3	92.0	91.0	93.3	94.9	..	85.8	91.1
Very remote	86.3	..	88.8	80.6	76.9	np	..	54.9	74.2
Total	**96.5**	**96.2**	**95.2**	**95.3**	**94.1**	**95.4**	**96.5**	**79.1**	**95.6**

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

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.4 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2011 (per cent) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	93.7	94.7	90.2	92.0	91.0	90.7	94.5	..	92.9
Provincial	91.5	93.4	86.6	88.8	88.8	89.7	np	84.0	90.1
Remote	80.6	95.4	77.5	81.2	86.2	88.7	..	74.6	80.2
Very remote	73.7	..	63.6	56.0	67.4	np	..	19.2	47.0
Total	**93.1**	**94.3**	**88.6**	**89.7**	**90.1**	**90.0**	**94.5**	**61.8**	**91.5**

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

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.5 **Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	95.8	94.9	91.6	92.9	91.7	91.4	93.7	..	94.1
Provincial	92.9	92.6	88.2	89.3	88.3	89.4	np	84.8	90.7
Remote	83.1	91.9	81.8	81.7	85.8	88.4	..	71.4	81.1
Very remote	77.5	..	70.1	57.2	57.4	np	..	19.5	48.8
Total	**95.0**	**94.4**	**90.2**	**90.5**	**90.3**	**90.3**	**93.7**	**61.7**	**92.5**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.6 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2011 (per cent) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	95.9	95.8	94.4	95.1	93.6	94.1	95.4	..	95.3
Provincial	94.0	94.9	92.4	93.3	92.6	93.9	np	91.1	93.6
Remote	84.3	97.5	86.0	87.8	92.7	88.1	..	82.8	87.0
Very remote	75.5	..	75.4	66.2	72.5	np	..	37.0	59.6
Total	**95.4**	**95.6**	**93.4**	**93.4**	**93.1**	**93.9**	**95.4**	**72.5**	**94.4**

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

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.7 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2011 (per cent) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	95.4	96.0	95.1	95.9	94.7	92.6	96.8	..	95.5
Provincial	93.9	95.2	93.9	95.0	93.7	93.6	np	88.4	94.1
Remote	80.0	100.0	87.3	90.5	94.5	np	..	71.0	86.5
Very remote	80.0	..	73.8	67.3	69.1	np	..	31.7	59.7
Total	**95.0**	**95.8**	**94.3**	**94.7**	**94.2**	**93.2**	**96.8**	**71.0**	**94.7**

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

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.8 **Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	93.5	92.9	92.9	93.1	92.5	84.8	91.8	..	92.9
Provincial	88.2	87.7	90.2	90.9	89.0	84.1	np	79.8	88.4
Remote	66.5	95.5	80.3	84.6	89.8	np	..	57.7	78.5
Very remote	69.6	..	68.2	56.6	52.8	np	..	14.1	48.2
Total	**92.1**	**91.6**	**91.6**	**91.3**	**91.2**	**84.3**	**91.8**	**59.2**	**91.1**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.9 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2011 (per cent) (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	95.0	96.0	95.3	95.9	94.3	91.7	95.7	..	95.3
Provincial	92.8	95.2	94.3	95.1	93.7	93.4	np	89.6	93.9
Remote	77.4	100.0	86.4	90.3	93.5	np	..	71.1	85.8
Very remote	71.5	..	74.0	65.1	72.1	np	..	31.4	58.9
Total	**94.4**	**95.8**	**94.6**	**94.7**	**93.9**	**92.6**	**95.7**	**71.7**	**94.5**

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

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.10 **Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by geolocation, 2011 (per cent) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	93.4	94.2	92.4	92.4	92.0	91.0	94.4	..	93.2
Provincial	91.9	93.5	90.7	90.0	91.1	90.3	np	83.1	91.5
Remote	78.7	95.6	81.0	81.7	92.1	83.0	..	72.2	82.1
Very remote	65.1	..	66.0	61.9	64.3	np	..	22.5	50.5
Total	**93.0**	**94.0**	**91.6**	**90.9**	**91.6**	**90.6**	**94.4**	**69.1**	**92.4**

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

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.11 **Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by geolocation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	87.3	89.4	87.1	85.7	84.0	78.3	85.5	..	87.3
Provincial	78.3	82.0	81.6	79.2	78.2	76.1	np	71.3	79.8
Remote	51.2	91.5	66.3	68.5	79.5	57.4	..	57.3	67.3
Very remote	48.1	..	54.1	51.5	56.2	np	..	15.1	40.7
Total	**84.9**	**87.5**	**85.0**	**83.1**	**82.2**	**77.0**	**85.5**	**57.5**	**84.8**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.12 **Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by geolocation, 2011 (per cent) (a)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	93.8	94.9	93.6	93.2	92.3	90.4	94.6	..	93.9
Provincial	91.1	93.6	92.0	91.7	91.0	91.2	np	85.0	91.8
Remote	74.3	95.6	82.4	84.4	90.8	90.4	..	77.4	83.5
Very remote	61.5	..	67.4	62.7	66.3	np	..	29.1	53.4
Total	**93.0**	**94.6**	**92.8**	**92.1**	**91.7**	**90.9**	**94.6**	**72.6**	**93.0**

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

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

Source: ACARA (2011) *2011 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.*

Table NEA 4.13 **NAPLAN Mean scale scores for reading, year 3 students, by State and Territory, by geolocation, 2011 (score points) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	429.0	437.7	407.2	408.7	408.5	415.3	443.2	..	423.6
Provincial	405.2	420.3	388.1	388.0	389.8	406.4	np	374.8	401.6
Remote	374.9	425.1	367.0	371.8	382.3	390.6	..	354.1	370.5
Very remote	348.7	..	332.8	332.4	326.4	np	..	221.7	295.5
Total	**423.1**	**433.5**	**399.9**	**400.3**	**402.2**	**410.1**	**443.0**	**322.6**	**415.7**

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA 4.14 **NAPLAN Mean scale scores for writing, year 3 students, by State and Territory, by geolocation, 2011 (score points) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	435.6	428.3	410.4	411.6	405.0	405.3	419.8	..	423.5
Provincial	409.9	409.0	394.7	395.6	391.3	397.5	np	381.9	402.4
Remote	382.1	403.5	372.5	372.4	383.9	388.4	..	351.8	372.4
Very remote	354.8	..	339.0	329.4	321.2	np	..	235.8	300.9
Total	**429.2**	**423.6**	**404.1**	**403.9**	**400.1**	**400.7**	**419.7**	**330.0**	**415.9**

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

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

(c) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA 4.15 **NAPLAN Mean scale scores for numeracy, year 3 students, by State and Territory, by geolocation, 2011 (score points) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	410.6	416.4	389.9	393.8	383.9	396.4	414.5	..	404.3
Provincial	390.1	401.7	375.9	375.2	370.1	389.5	np	370.9	386.5
Remote	367.8	405.4	360.9	362.8	366.4	372.3	..	350.8	362.1
Very remote	349.4	..	343.1	332.1	328.6	np	..	278.3	317.6
Total	**405.5**	**412.8**	**384.6**	**386.6**	**379.4**	**392.3**	**414.4**	**337.8**	**398.1**

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA 4.16 **NAPLAN Mean scale scores for reading, year 5 students, by State and Territory, by geolocation, 2011 (score points) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	499.8	506.8	475.7	489.2	483.7	491.3	516.5	..	494.8
Provincial	482.9	494.2	459.4	468.4	466.7	481.8	np	459.6	477.1
Remote	452.3	499.4	434.8	453.4	454.7	487.6	..	440.7	448.0
Very remote	433.2	..	412.2	397.5	424.5	np	..	294.3	369.9
Total	**495.4**	**503.7**	**469.4**	**480.2**	**478.0**	**485.9**	**516.3**	**403.3**	**488.1**

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA 4.17 **NAPLAN Mean scale scores for writing, year 5 students, by State and Territory, by geolocation, 2011 (score points) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	499.4	498.6	477.8	481.9	476.4	470.9	495.2	..	491.0
Provincial	472.4	475.4	459.3	459.6	456.5	461.0	np	454.2	466.9
Remote	442.5	461.9	437.9	443.7	444.5	464.2	..	422.3	439.5
Very remote	433.8	..	414.6	383.4	391.7	np	..	292.3	363.4
Total	**492.6**	**492.8**	**470.9**	**472.2**	**469.7**	**465.2**	**495.0**	**396.5**	**482.6**

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

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

(c) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA 4.18 **NAPLAN Mean scale scores for numeracy, year 5 students, by State and Territory, by geolocation, 2011 (score points) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	505.8	503.1	475.8	487.7	475.1	481.8	502.1	..	494.7
Provincial	480.2	487.6	461.0	466.4	462.4	475.8	np	459.7	474.4
Remote	452.7	493.4	442.5	456.0	454.7	468.3	..	444.0	450.9
Very remote	429.9	..	424.2	410.1	424.2	np	..	356.0	397.3
Total	**499.3**	**499.2**	**470.3**	**479.2**	**470.9**	**478.2**	**502.0**	**423.6**	**487.8**

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.4.19 **NAPLAN Mean scale scores for reading, year 7 students, by State and Territory, by geolocation, 2011 (score points) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	547.8	548.2	538.1	547.3	537.6	539.3	561.8	..	545.4
Provincial	531.2	534.7	527.3	533.2	526.2	530.9	..	521.5	530.7
Remote	489.7	559.5	500.2	523.4	524.9	np	..	478.2	508.3
Very remote	497.8	..	473.5	472.9	471.0	np	..	389.9	450.0
Total	**543.5**	**544.8**	**533.5**	**541.3**	**533.8**	**534.5**	**561.8**	**480.2**	**540.2**

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.4.20 **NAPLAN Mean scale scores for writing, year 7 students, by State and Territory, by geolocation, 2011 (score points) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	535.4	540.8	539.8	537.3	536.1	514.3	535.7	..	537.6
Provincial	504.6	511.0	522.3	518.7	513.7	502.5	..	509.3	512.1
Remote	455.1	532.8	492.3	508.3	513.4	np	..	433.8	488.9
Very remote	474.7	..	460.0	437.6	419.3	np	..	317.0	410.1
Total	**527.5**	**533.3**	**532.9**	**529.5**	**528.8**	**507.5**	**535.7**	**446.3**	**529.1**

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

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

(c) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.4.21 **NAPLAN Mean scale scores for numeracy, year 7 students, by State and Territory, by geolocation, 2011 (score points) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	555.6	555.5	543.7	551.8	538.8	534.7	555.5	..	551.3
Provincial	528.3	537.3	531.8	534.5	527.5	530.6	..	518.9	531.6
Remote	485.2	564.0	502.7	523.0	522.1	np	..	479.3	508.2
Very remote	480.2	..	474.5	466.8	471.6	np	..	399.1	450.7
Total	**548.6**	**550.9**	**538.7**	**544.6**	**534.9**	**532.2**	**555.5**	**481.3**	**544.6**

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA 4.22 **NAPLAN Mean scale scores for reading, year 9 students, by State and Territory, by geolocation, 2011 (score points) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	586.4	587.4	576.7	583.1	576.5	579.4	597.9	..	583.8
Provincial	573.3	577.6	565.0	568.0	564.2	570.2	..	555.2	570.9
Remote	531.7	629.2	535.5	547.4	569.9	545.4	..	535.9	548.8
Very remote	517.5	..	511.5	506.4	522.9	np	..	425.5	483.6
Total	**583.0**	**585.0**	**572.4**	**577.3**	**572.9**	**574.1**	**597.9**	**525.8**	**579.5**

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA 4.23 **NAPLAN Mean scale scores for writing, year 9 students, by State and Territory, by geolocation, 2011 (score points) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	571.5	587.0	572.5	571.2	568.0	554.9	574.9	..	575.3
Provincial	537.6	553.6	549.2	544.7	542.0	539.0	..	538.2	545.1
Remote	479.4	624.8	507.9	515.5	544.6	508.0	..	494.8	516.7
Very remote	474.3	..	484.9	472.6	486.4	np	..	348.0	436.3
Total	**562.8**	**578.5**	**564.4**	**561.8**	**560.3**	**545.8**	**574.9**	**491.9**	**565.9**

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

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

(c) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA 4.24 **NAPLAN Mean scale scores for numeracy, year 9 students, by State and Territory, by geolocation, 2011 (score points) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
All students									
Metropolitan	596.4	594.3	579.4	589.3	576.8	570.0	593.0	..	589.8
Provincial	569.3	577.0	565.6	570.1	560.7	565.0	..	553.8	569.2
Remote	520.3	640.4	533.8	546.9	561.0	545.9	..	535.1	545.9
Very remote	512.0	..	513.1	504.7	526.8	np	..	446.0	490.8
Total	**589.5**	**590.0**	**574.4**	**582.2**	**572.0**	**567.1**	**593.0**	**528.8**	**583.4**

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

NEA Indicator 5:

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

Table NEA.5.1 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.2	97.9	97.5	97.5	96.9	97.7	97.3	93.8	97.8
Advanced diploma/diploma	97.1	96.3	95.2	95.3	95.0	95.4	95.5	89.3	96.1
Certificate I to IV (d)	94.8	94.6	92.6	92.7	92.4	93.1	93.0	84.1	93.7
Year 12 or equivalent	94.3	94.8	91.3	91.9	92.0	90.1	95.4	83.3	93.2
Year 11 or equivalent or below	88.0	89.2	84.2	83.5	82.6	85.4	87.0	58.0	86.1
Not stated (e)	92.6	93.5	90.0	86.2	88.5	88.6	95.6	42.7	88.5
Parental occupation (f)									
Senior management and qualified professionals	98.4	98.3	97.6	97.6	97.3	97.7	97.5	91.5	98.0
Other business managers and associated professionals	97.6	97.2	96.3	95.9	95.5	96.4	97.0	90.7	96.9
Tradespeople, clerks, skilled office, sales and service staff	96.0	95.9	93.4	93.5	94.2	94.5	95.5	85.5	94.9
Machine operators, hospitality staff, assistants, labourers	93.1	92.8	88.6	89.1	89.5	89.5	91.5	68.4	91.2
Not in paid work in previous 12 months	88.3	87.8	82.8	83.0	84.2	82.0	86.0	53.7	85.9
Not stated (g)	90.9	94.7	89.4	86.5	86.0	87.5	93.2	43.9	88.1

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

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

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

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

Table NEA.5.1 **Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.2 Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b) (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	98.3	97.9	97.8	98.3	97.1	98.1	97.3	94.8	98.0
Advanced diploma/diploma	97.7	96.9	95.9	97.7	96.3	97.1	95.3	93.7	97.0
Certificate I to IV (e)	96.4	96.0	94.5	96.3	94.6	96.0	94.7	86.8	95.6
Year 12 or equivalent	96.4	96.0	93.9	94.7	94.7	93.8	96.0	88.3	95.3
Year 11 or equivalent or below	91.9	92.0	88.1	88.4	88.4	91.0	91.3	58.8	90.0
Not stated (f)	94.5	94.3	91.7	89.7	91.2	93.1	96.8	46.4	90.6
Parental occupation (g)									
Senior management and qualified professionals	98.4	98.3	97.9	98.6	97.7	98.0	97.5	93.8	98.2
Other business managers and associated professionals	98.1	97.7	96.8	97.7	97.0	97.3	97.2	91.7	97.5
Tradespeople, clerks, skilled office, sales and service staff	97.3	96.9	95.3	96.6	96.0	97.2	96.5	89.9	96.5
Machine operators, hospitality staff, assistants, labourers	95.6	94.8	91.7	93.3	92.6	94.5	93.0	69.5	94.0
Not in paid work in previous 12 months	91.3	90.2	86.3	87.8	88.1	87.4	88.6	55.5	89.0
Not stated (h)	93.4	95.2	91.3	90.2	89.6	92.7	94.5	47.6	90.6

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Table NEA.5.2 **Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(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. See table NEA.5.25 for further detail.

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.3 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.6	98.1	98.3	98.6	97.5	98.5	97.7	97.0	98.3
Advanced diploma/diploma	97.8	97.0	96.7	97.4	96.2	97.1	96.5	95.7	97.2
Certificate I to IV (d)	96.3	96.0	95.6	96.0	94.6	96.8	93.9	91.1	95.8
Year 12 or equivalent	96.0	95.8	94.2	95.1	94.1	93.6	96.1	90.7	95.2
Year 11 or equivalent or below	90.9	91.4	89.5	90.1	87.5	90.4	91.9	72.7	90.1
Not stated (e)	94.9	94.4	92.9	91.3	91.3	92.6	96.9	61.1	92.0
Parental occupation (f)									
Senior management and qualified professionals	98.7	98.4	98.4	98.6	97.8	98.5	97.8	97.0	98.5
Other business managers and associated professionals	98.3	97.7	97.6	98.1	96.8	97.6	97.5	93.0	97.8
Tradespeople, clerks, skilled office, sales and service staff	97.2	97.0	95.8	96.4	95.8	97.1	96.8	94.6	96.6
Machine operators, hospitality staff, assistants, labourers	95.0	94.5	92.9	93.6	92.0	94.7	92.9	79.9	94.0
Not in paid work in previous 12 months	90.8	89.8	88.3	89.3	88.3	88.2	89.1	67.9	89.4
Not stated (g)	93.5	95.4	92.6	91.6	89.8	91.7	94.7	61.8	91.7

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

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

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

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

Table NEA.5.3 **Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.4 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.0	97.8	96.9	97.7	96.2	97.3	97.1	93.7	97.5
Advanced diploma/diploma	95.6	96.2	92.4	94.2	93.5	94.9	95.1	89.6	94.8
Certificate I to IV (d)	92.6	93.9	87.5	90.9	91.0	91.0	91.3	80.5	91.4
Year 12 or equivalent	91.7	93.7	86.9	89.9	89.6	85.4	93.1	77.7	90.6
Year 11 or equivalent or below	83.2	87.2	75.8	76.4	79.1	81.3	82.1	47.9	81.4
Not stated (e)	90.2	92.4	84.6	81.8	87.6	90.5	94.3	41.7	85.7
Parental occupation (f)									
Senior management and qualified professionals	97.9	98.4	96.7	97.4	97.1	97.8	97.7	90.4	97.6
Other business managers and associated professionals	96.6	97.0	93.4	95.1	94.2	95.2	97.1	88.4	95.7
Tradespeople, clerks, skilled office, sales and service staff	94.1	95.2	89.4	92.0	92.8	92.3	91.3	82.6	92.8
Machine operators, hospitality staff, assistants, labourers	89.9	91.2	81.5	85.3	87.7	85.2	91.1	59.6	87.7
Not in paid work in previous 12 months	83.3	84.8	73.0	75.4	78.0	76.3	82.5	41.7	80.6
Not stated (g)	87.7	94.3	83.6	81.7	83.7	83.1	92.0	42.5	84.4

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

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

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

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

Table NEA.5.4 **Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.5 Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b) (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	97.9	97.4	96.6	97.1	96.1	96.2	96.7	92.9	97.3
Advanced diploma/diploma	96.9	95.9	93.5	94.7	93.6	93.8	93.8	91.3	95.4
Certificate I to IV (e)	95.0	93.8	90.0	91.9	90.8	91.3	89.7	80.9	92.7
Year 12 or equivalent	94.5	94.2	89.0	91.1	91.0	88.0	92.7	73.9	92.3
Year 11 or equivalent or below	88.5	88.1	79.5	79.9	80.4	83.1	81.3	47.2	84.5
Not stated (f)	92.8	92.5	86.1	82.9	87.5	89.0	93.4	41.8	86.9
Parental occupation (g)									
Senior management and qualified professionals	98.0	97.9	96.6	96.9	96.7	96.5	96.5	90.4	97.4
Other business managers and associated professionals	97.3	96.5	94.5	95.5	94.4	94.9	95.8	86.4	96.0
Tradespeople, clerks, skilled office, sales and service staff	96.0	95.0	91.0	93.2	92.9	92.7	92.4	81.5	93.9
Machine operators, hospitality staff, assistants, labourers	93.3	92.0	85.3	87.4	88.1	85.6	90.3	63.5	90.0
Not in paid work in previous 12 months	88.4	86.1	76.2	77.7	80.0	78.6	81.5	40.9	83.4
Not stated (h)	91.1	94.2	85.3	83.0	84.0	84.8	91.2	42.4	86.2

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Table NEA.5.5 **Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(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. See table NEA.5.25 for further detail.

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.6 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.6	98.1	98.4	98.6	97.4	98.5	97.6	96.1	98.3
Advanced diploma/diploma	97.1	96.9	96.0	96.8	96.1	96.8	96.4	94.4	96.7
Certificate I to IV (d)	95.1	95.4	93.6	94.8	94.1	94.8	93.1	88.8	94.7
Year 12 or equivalent	94.7	95.3	92.7	94.1	93.4	90.2	94.3	87.6	94.1
Year 11 or equivalent or below	88.5	90.1	84.4	84.3	84.7	88.3	82.8	61.7	87.1
Not stated (e)	93.5	93.9	90.1	87.6	90.9	94.0	95.0	56.0	90.1
Parental occupation (f)									
Senior management and qualified professionals	98.4	98.6	98.4	98.6	98.1	98.7	97.9	94.7	98.4
Other business managers and associated professionals	97.7	97.6	96.9	97.3	96.4	97.7	97.3	94.0	97.4
Tradespeople, clerks, skilled office, sales and service staff	96.3	96.3	94.4	95.3	95.9	95.6	95.2	90.9	95.7
Machine operators, hospitality staff, assistants, labourers	93.6	93.4	89.4	90.8	91.7	91.4	90.6	70.3	92.1
Not in paid work in previous 12 months	88.4	88.0	81.0	83.6	82.5	82.8	86.3	57.8	85.8
Not stated (g)	91.7	95.7	89.7	87.7	88.1	89.9	92.7	56.5	89.4

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

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

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

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

Table NEA.5.6 **Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.7 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.6	98.6	98.5	98.8	97.9	97.8	98.3	96.7	98.5
Advanced diploma/diploma	97.1	97.1	96.9	97.7	96.9	97.3	97.1	93.2	97.1
Certificate I to IV (d)	95.0	95.8	94.9	95.9	95.6	93.8	95.4	89.5	95.2
Year 12 or equivalent	94.4	94.9	93.9	95.5	94.6	91.8	96.8	84.2	94.5
Year 11 or equivalent or below	87.4	90.1	87.6	88.0	87.4	87.7	89.5	62.1	87.9
Not stated (e)	91.9	94.5	92.0	90.2	92.1	90.8	96.1	51.1	90.9
Parental occupation (f)									
Senior management and qualified professionals	98.8	98.9	98.4	98.7	98.2	98.1	98.3	95.1	98.6
Other business managers and associated professionals	97.6	97.8	97.6	97.9	97.2	97.3	98.6	94.8	97.6
Tradespeople, clerks, skilled office, sales and service staff	96.1	96.6	95.3	96.6	95.9	95.2	96.0	86.2	96.0
Machine operators, hospitality staff, assistants, labourers	92.6	93.4	90.9	92.8	92.7	91.8	90.8	70.4	92.3
Not in paid work in previous 12 months	86.0	86.3	84.3	84.9	87.0	79.9	86.3	50.4	85.1
Not stated (g)	90.2	96.3	91.7	90.0	90.4	85.6	95.6	52.9	90.4

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

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

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

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

Table NEA.5.7 **Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.8 Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b) (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	97.4	96.8	97.1	97.3	96.7	94.5	95.8	90.7	97.0
Advanced diploma/diploma	95.3	93.3	94.4	95.1	95.0	92.4	91.7	84.1	94.4
Certificate I to IV (e)	91.3	90.1	91.9	92.8	91.9	84.8	88.0	78.5	90.9
Year 12 or equivalent	92.1	90.8	91.4	92.8	92.3	82.2	90.8	74.1	91.3
Year 11 or equivalent or below	81.8	82.6	83.1	81.9	82.2	73.3	77.1	44.8	81.3
Not stated (f)	87.7	91.6	88.8	84.9	88.4	81.3	88.9	38.8	86.8
Parental occupation (g)									
Senior management and qualified professionals	97.5	97.1	96.7	97.2	96.9	94.9	95.6	88.4	97.0
Other business managers and associated professionals	95.6	94.8	95.4	95.5	95.1	91.8	93.7	84.8	95.1
Tradespeople, clerks, skilled office, sales and service staff	93.2	91.9	92.6	93.6	93.7	86.5	89.3	76.4	92.4
Machine operators, hospitality staff, assistants, labourers	89.0	87.1	87.6	88.3	88.5	78.4	81.5	52.3	87.4
Not in paid work in previous 12 months	80.6	77.4	79.4	78.3	82.2	66.1	76.1	34.6	77.9
Not stated (h)	85.5	93.9	88.3	84.8	85.8	71.0	88.7	39.9	85.9

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Table NEA.5.8 **Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(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. See table NEA.5.25 for further detail.

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.9 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.4	98.6	98.4	98.7	97.8	97.6	98.1	97.0	98.4
Advanced diploma/diploma	96.5	97.0	97.0	97.2	96.5	96.4	96.1	94.5	96.8
Certificate I to IV (d)	94.3	95.6	95.2	96.0	95.4	94.0	93.6	88.7	95.0
Year 12 or equivalent	94.0	95.1	94.7	95.6	94.2	91.4	93.6	88.0	94.5
Year 11 or equivalent or below	86.4	90.5	88.5	88.7	86.5	86.2	87.1	63.7	87.8
Not stated (e)	90.8	94.5	92.0	90.1	91.9	89.9	94.2	51.7	90.6
Parental occupation (f)									
Senior management and qualified professionals	98.4	98.8	98.3	98.5	98.2	97.9	97.9	95.5	98.4
Other business managers and associated professionals	97.3	97.8	97.8	97.7	96.8	96.6	98.0	95.5	97.5
Tradespeople, clerks, skilled office, sales and service staff	95.5	96.7	95.8	96.5	96.2	94.9	94.5	85.4	95.9
Machine operators, hospitality staff, assistants, labourers	92.3	93.4	91.6	92.8	92.6	90.0	87.9	72.6	92.3
Not in paid work in previous 12 months	84.7	86.1	84.4	85.8	85.1	79.4	82.0	55.0	84.6
Not stated (g)	89.1	96.5	91.9	90.0	89.8	86.6	93.4	53.0	90.1

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

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

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

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

Table NEA.5.9 **Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.10 **Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.0	98.1	97.7	97.0	97.6	97.3	98.2	93.0	97.9
Advanced diploma/diploma	96.1	95.9	95.1	95.2	96.0	96.0	94.7	90.6	95.7
Certificate I to IV (d)	93.2	94.0	92.3	92.4	92.5	91.8	91.3	85.4	93.0
Year 12 or equivalent	92.0	93.0	91.3	90.9	92.2	89.8	93.3	85.0	92.0
Year 11 or equivalent or below	83.9	87.1	82.6	80.1	84.6	81.3	82.4	57.0	84.1
Not stated (e)	89.0	92.8	87.8	87.1	86.3	90.6	92.1	46.6	87.8
Parental occupation (f)									
Senior management and qualified professionals	98.2	98.4	97.6	96.8	97.7	97.3	98.1	93.4	97.9
Other business managers and associated professionals	97.0	96.9	96.1	95.2	96.3	95.3	96.9	91.3	96.6
Tradespeople, clerks, skilled office, sales and service staff	94.4	95.0	92.5	92.5	93.4	92.6	92.4	83.8	93.8
Machine operators, hospitality staff, assistants, labourers	89.6	90.6	85.6	86.1	89.9	87.3	84.1	63.0	88.8
Not in paid work in previous 12 months	81.4	81.9	78.5	74.9	81.8	75.5	84.0	44.8	80.5
Not stated (g)	87.2	96.1	87.3	86.4	84.3	84.4	89.7	48.2	87.0

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

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

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

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

Table NEA.5.10 **Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.11 **Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	95.2	95.4	94.6	93.3	93.3	91.8	93.2	88.0	94.8
Advanced diploma/diploma	90.5	90.4	89.7	89.3	88.3	86.2	87.1	77.8	89.9
Certificate I to IV (e)	83.2	85.1	84.9	83.9	81.3	77.1	76.1	72.8	83.6
Year 12 or equivalent	85.1	87.4	84.3	83.2	84.5	73.2	84.0	76.3	85.1
Year 11 or equivalent or below	69.6	76.0	72.7	66.3	69.0	62.1	66.4	42.2	71.2
Not stated (f)	77.6	87.8	80.2	77.8	77.0	76.6	81.0	34.3	78.8
Parental occupation (g)									
Senior management and qualified professionals	94.9	95.6	94.4	92.9	93.1	91.5	92.1	85.6	94.5
Other business managers and associated professionals	91.4	91.9	90.8	89.7	89.5	85.4	89.3	80.9	90.9
Tradespeople, clerks, skilled office, sales and service staff	86.0	87.5	85.2	83.5	84.2	79.4	82.1	69.0	85.6
Machine operators, hospitality staff, assistants, labourers	78.5	80.7	76.9	74.4	75.5	66.3	69.1	50.0	77.9
Not in paid work in previous 12 months	68.7	71.5	68.5	61.5	65.8	54.6	63.4	33.1	68.4
Not stated (h)	75.1	91.8	79.3	76.6	73.1	68.0	77.5	35.9	77.2

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Table NEA.5.11 **Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(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. See table NEA.5.25 for further detail.

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.12 **Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.3	98.2	98.0	97.2	97.5	97.4	98.7	94.6	98.1
Advanced diploma/diploma	96.3	96.5	96.0	95.6	96.3	96.4	95.1	91.4	96.2
Certificate I to IV (d)	93.3	94.3	93.5	93.8	92.5	92.2	91.3	88.5	93.5
Year 12 or equivalent	92.5	94.1	93.0	92.4	92.3	90.8	94.0	91.1	93.1
Year 11 or equivalent or below	84.0	88.3	85.0	82.3	84.5	81.9	81.3	62.2	85.0
Not stated (e)	88.6	93.5	89.3	88.7	86.9	89.1	91.1	50.4	88.5
Parental occupation (f)									
Senior management and qualified professionals	98.1	98.4	97.8	97.2	97.8	97.3	98.4	94.5	98.0
Other business managers and associated professionals	97.0	97.3	96.9	95.9	96.5	95.5	96.6	92.7	96.9
Tradespeople, clerks, skilled office, sales and service staff	94.7	95.5	94.0	93.5	94.0	93.5	92.2	88.4	94.5
Machine operators, hospitality staff, assistants, labourers	90.2	91.7	87.8	89.1	89.3	88.1	87.9	69.0	89.9
Not in paid work in previous 12 months	81.5	83.0	80.7	75.5	80.9	74.7	82.6	50.9	81.2
Not stated (g)	87.1	96.6	88.9	87.9	84.6	84.3	89.7	52.0	87.8

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

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

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

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

Table NEA.5.12 **Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.13 **NAPLAN Mean scale scores for reading, year 3 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	465.8	468.2	442.8	445.0	446.1	465.9	470.9	422.8	459.1
Advanced diploma/diploma	426.2	432.2	406.6	405.2	408.4	426.0	428.0	375.8	420.4
Certificate I to IV (d)	401.8	412.4	385.8	388.9	391.5	402.5	404.0	363.4	398.6
Year 12 or equivalent	404.6	417.3	384.5	387.9	391.3	384.7	427.0	361.9	400.1
Year 11 or equivalent or below	367.2	386.4	353.0	350.5	357.9	361.0	375.6	287.3	365.1
Not stated (e)	409.3	431.9	386.0	377.6	383.7	403.9	439.4	251.2	391.9
Parental occupation (f)									
Senior management and qualified professionals	466.2	472.3	442.0	443.8	447.0	464.3	467.5	402.0	459.0
Other business managers and associated professionals	438.5	443.3	414.9	413.3	415.6	431.6	448.5	399.5	431.3
Tradespeople, clerks, skilled office, sales and service staff	412.3	422.9	391.9	393.7	396.2	405.0	420.5	360.3	407.1
Machine operators, hospitality staff, assistants, labourers	392.4	402.4	368.7	372.0	380.7	380.9	393.8	323.6	387.2
Not in paid work in previous 12 months	373.9	390.6	355.2	359.5	367.8	355.5	391.7	277.1	373.3
Not stated (g)	394.6	440.1	382.0	376.5	375.9	389.2	431.2	253.6	385.9

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

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

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

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

Table NEA.5.13 **NAPLAN Mean scale scores for reading, year 3 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.14 **NAPLAN Mean scale scores for writing, year 3 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	453.8	442.1	432.8	431.2	426.5	433.0	436.6	414.3	442.1
Advanced diploma/diploma	434.5	424.3	410.5	412.5	407.5	409.9	408.7	385.4	422.2
Certificate I to IV (e)	417.4	412.1	396.7	400.0	393.3	395.8	398.7	369.7	407.1
Year 12 or equivalent	423.1	416.8	395.0	399.3	396.8	388.5	408.4	368.3	409.1
Year 11 or equivalent or below	391.0	396.0	367.9	369.7	368.8	371.8	375.8	293.4	381.4
Not stated (f)	418.1	422.9	392.6	383.1	388.2	398.3	418.3	266.3	396.3
Parental occupation (g)									
Senior management and qualified professionals	453.2	442.5	431.8	430.6	426.3	432.7	434.7	399.0	441.1
Other business managers and associated professionals	439.5	429.8	416.1	414.7	411.0	412.9	422.8	389.8	427.2
Tradespeople, clerks, skilled office, sales and service staff	426.2	418.5	402.5	403.8	400.1	399.2	406.0	372.6	413.7
Machine operators, hospitality staff, assistants, labourers	413.9	408.9	382.3	388.3	386.7	385.9	387.4	330.1	400.5
Not in paid work in previous 12 months	394.9	397.6	367.0	375.4	372.8	362.3	384.6	287.2	386.0
Not stated (h)	408.9	429.2	389.5	384.3	381.5	389.1	414.1	269.0	393.6

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Table NEA.5.14 **NAPLAN Mean scale scores for writing, year 3 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(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. See table NEA.5.25 for further detail.

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.15 **NAPLAN Mean scale scores for numeracy, year 3 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	440.8	440.3	418.7	421.8	414.1	435.2	435.7	406.0	433.0
Advanced diploma/diploma	407.3	410.0	389.6	389.2	381.9	403.1	401.7	367.6	400.7
Certificate I to IV (d)	386.8	396.8	374.4	376.8	370.3	388.3	381.5	362.2	384.2
Year 12 or equivalent	391.3	399.5	372.1	376.6	371.3	369.0	403.1	359.7	385.4
Year 11 or equivalent or below	360.1	377.4	348.3	349.7	346.3	351.6	362.9	307.8	358.7
Not stated (e)	396.2	410.5	372.4	369.1	366.0	393.8	415.5	296.3	380.1
Parental occupation (f)									
Senior management and qualified professionals	439.5	442.3	417.3	420.2	413.7	432.8	435.4	393.5	431.7
Other business managers and associated professionals	417.9	419.7	396.8	397.2	389.7	407.4	415.5	379.6	410.1
Tradespeople, clerks, skilled office, sales and service staff	396.1	404.6	379.0	379.6	373.4	389.9	395.4	363.2	391.0
Machine operators, hospitality staff, assistants, labourers	380.9	390.1	360.4	365.0	362.1	371.0	375.6	327.6	376.2
Not in paid work in previous 12 months	365.7	380.8	350.4	354.6	353.3	348.4	374.8	303.2	365.5
Not stated (g)	384.5	416.5	369.7	369.1	361.0	378.5	407.0	297.2	375.5

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

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

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

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

Table NEA.5.15 **NAPLAN Mean scale scores for numeracy, year 3 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.16 **NAPLAN Mean scale scores for reading, year 5 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	537.1	536.2	509.2	523.0	518.0	541.9	541.0	503.9	529.2
Advanced diploma/diploma	498.9	505.9	475.3	490.2	487.1	505.6	497.6	467.3	494.3
Certificate I to IV (d)	477.7	487.0	457.1	469.5	468.8	475.1	487.0	444.0	473.7
Year 12 or equivalent	480.4	490.8	457.4	470.7	468.0	468.5	491.2	446.2	475.7
Year 11 or equivalent or below	446.6	464.6	428.0	432.6	436.5	445.5	453.2	372.8	444.8
Not stated (e)	482.9	504.6	458.8	456.4	469.6	490.7	518.9	348.9	470.0
Parental occupation (f)									
Senior management and qualified professionals	535.4	540.4	507.4	520.0	517.6	536.3	541.8	487.1	528.1
Other business managers and associated professionals	510.3	513.5	482.4	495.9	491.1	503.0	516.0	467.6	502.7
Tradespeople, clerks, skilled office, sales and service staff	485.6	495.0	462.2	475.2	474.8	481.1	491.1	446.6	480.6
Machine operators, hospitality staff, assistants, labourers	467.2	477.2	440.2	454.2	457.6	457.1	475.7	395.6	462.1
Not in paid work in previous 12 months	452.2	463.6	428.7	437.8	443.6	437.5	464.6	364.5	449.5
Not stated (g)	471.9	511.9	454.9	454.9	458.4	467.0	510.5	350.8	463.7

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

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

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

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

Table NEA.5.16 **NAPLAN Mean scale scores for reading, year 5 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.17 **NAPLAN Mean scale scores for writing, year 5 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	520.6	515.6	501.4	505.8	501.4	502.5	513.4	488.1	512.5
Advanced diploma/diploma	497.0	493.9	478.6	482.4	477.6	477.1	484.1	458.5	489.0
Certificate I to IV (e)	480.9	480.6	462.6	466.4	462.0	460.3	473.8	438.7	473.1
Year 12 or equivalent	485.7	487.4	462.1	467.3	468.0	455.5	478.4	429.7	476.6
Year 11 or equivalent or below	457.4	465.2	436.3	434.0	433.9	436.5	445.7	361.1	449.4
Not stated (f)	481.3	492.1	460.2	448.8	461.7	464.9	494.7	347.1	465.0
Parental occupation (g)									
Senior management and qualified professionals	518.2	516.3	500.4	502.8	501.1	500.4	510.3	474.1	510.6
Other business managers and associated professionals	502.8	499.4	482.4	487.2	481.5	477.9	497.2	453.7	494.0
Tradespeople, clerks, skilled office, sales and service staff	488.2	486.9	466.8	471.7	469.1	465.4	482.1	440.2	479.2
Machine operators, hospitality staff, assistants, labourers	476.3	476.8	449.0	454.1	454.0	445.0	472.2	395.7	465.9
Not in paid work in previous 12 months	461.1	465.0	432.7	435.5	438.7	426.8	457.3	349.7	452.3
Not stated (h)	474.8	500.3	457.6	448.5	452.0	447.9	488.8	348.5	461.8

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Table NEA.5.17 **NAPLAN Mean scale scores for writing, year 5 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(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. See table NEA.5.25 for further detail.

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.18 **NAPLAN Mean scale scores for numeracy, year 5 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	539.9	528.3	503.8	517.5	504.9	520.6	524.4	490.7	525.0
Advanced diploma/diploma	501.6	499.7	474.3	486.0	477.5	490.5	487.7	466.3	492.0
Certificate I to IV (d)	480.0	483.4	460.4	469.2	461.4	470.4	476.6	448.7	473.6
Year 12 or equivalent	487.4	489.1	461.1	471.5	464.9	463.3	478.6	447.1	477.7
Year 11 or equivalent or below	455.2	466.9	435.8	439.1	437.4	446.8	447.2	395.4	450.6
Not stated (e)	487.3	500.2	460.2	458.5	463.6	486.4	501.6	391.5	471.7
Parental occupation (f)									
Senior management and qualified professionals	534.1	529.3	501.5	514.3	503.9	517.3	524.5	478.9	521.5
Other business managers and associated professionals	511.6	507.1	481.3	491.7	481.1	492.1	499.4	468.8	499.6
Tradespeople, clerks, skilled office, sales and service staff	489.7	490.7	464.1	474.1	468.8	475.3	486.1	448.6	480.6
Machine operators, hospitality staff, assistants, labourers	477.4	478.9	446.7	456.5	454.2	454.5	465.0	413.5	467.0
Not in paid work in previous 12 months	461.5	466.5	435.1	446.0	439.3	437.6	464.5	389.4	455.1
Not stated (g)	478.9	508.4	458.3	457.7	455.0	467.4	494.1	392.3	467.7

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

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

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

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

Table NEA.5.18 **NAPLAN Mean scale scores for numeracy, year 5 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.19 **NAPLAN Mean scale scores for reading, year 7 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	583.9	576.4	571.6	579.5	570.1	585.2	585.8	561.8	578.5
Advanced diploma/diploma	549.0	546.4	540.9	549.8	541.3	555.3	549.6	531.9	546.4
Certificate I to IV (d)	526.5	529.8	524.3	531.6	527.1	525.2	533.1	509.1	527.3
Year 12 or equivalent	529.9	533.3	522.8	535.2	528.6	527.4	544.2	499.8	529.6
Year 11 or equivalent or below	498.3	507.8	497.7	502.8	500.8	498.4	507.3	450.0	500.7
Not stated (e)	531.8	552.6	523.8	522.4	524.3	533.4	562.3	439.6	527.4
Parental occupation (f)									
Senior management and qualified professionals	582.0	578.5	569.9	577.4	569.6	578.3	584.2	547.4	577.3
Other business managers and associated professionals	555.2	553.7	544.8	552.9	545.5	550.7	562.0	530.4	551.8
Tradespeople, clerks, skilled office, sales and service staff	533.9	535.4	526.6	532.8	530.1	531.3	540.6	500.0	532.1
Machine operators, hospitality staff, assistants, labourers	516.7	518.9	508.0	520.6	513.9	508.3	515.1	469.9	515.2
Not in paid work in previous 12 months	500.9	503.2	496.3	503.6	504.7	489.1	517.4	425.5	499.9
Not stated (g)	522.7	555.1	521.9	519.7	517.5	513.0	549.7	442.7	523.5

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

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

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

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

Table NEA.5.19 **NAPLAN Mean scale scores for reading, year 7 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.20 **NAPLAN Mean scale scores for writing, year 7 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	563.2	563.2	567.5	564.6	565.1	556.5	557.4	543.6	563.8
Advanced diploma/diploma	534.3	535.6	539.4	538.1	538.6	527.1	524.2	519.1	535.8
Certificate I to IV (e)	512.5	516.0	525.9	523.0	522.2	500.2	512.2	491.7	517.0
Year 12 or equivalent	520.1	526.7	526.0	526.6	527.0	502.2	523.3	487.1	523.9
Year 11 or equivalent or below	484.7	497.5	497.8	492.6	496.0	471.4	484.6	405.6	490.3
Not stated (f)	514.8	545.7	523.0	508.8	516.6	502.9	531.2	389.1	517.3
Parental occupation (g)									
Senior management and qualified professionals	560.6	564.3	565.0	561.8	564.6	550.1	554.3	533.0	562.0
Other business managers and associated professionals	539.3	541.9	545.2	541.4	541.3	526.1	535.2	516.0	540.9
Tradespeople, clerks, skilled office, sales and service staff	520.8	524.2	528.5	525.1	527.6	505.6	526.3	484.6	523.6
Machine operators, hospitality staff, assistants, labourers	505.6	509.1	510.8	511.4	511.3	481.8	494.0	432.2	507.2
Not in paid work in previous 12 months	486.6	490.4	494.9	490.2	497.0	459.0	483.6	374.4	487.4
Not stated (h)	506.0	549.0	520.3	507.5	509.5	481.3	522.2	392.0	512.6

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Table NEA.5.20 **NAPLAN Mean scale scores for writing, year 7 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(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. See table NEA.5.25 for further detail.

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.21 NAPLAN Mean scale scores for numeracy, year 7 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	594.9	585.5	577.4	584.2	574.9	581.7	582.0	558.6	586.4
Advanced diploma/diploma	553.9	550.7	543.9	549.6	542.2	549.0	541.7	531.7	549.6
Certificate I to IV (d)	527.8	533.0	530.3	534.7	527.8	526.4	526.7	505.4	530.0
Year 12 or equivalent	536.1	540.2	530.0	540.0	528.2	523.3	527.8	502.2	534.8
Year 11 or equivalent or below	499.1	513.1	503.6	507.0	500.7	497.3	502.3	454.1	503.8
Not stated (e)	534.5	560.9	527.6	525.4	523.8	524.4	555.6	443.4	530.7
Parental occupation (f)									
Senior management and qualified professionals	588.4	584.8	574.2	580.4	572.7	576.0	580.3	542.7	582.0
Other business managers and associated professionals	561.7	559.8	551.4	556.1	547.5	547.6	556.8	530.0	557.1
Tradespeople, clerks, skilled office, sales and service staff	537.9	540.7	532.9	535.4	531.9	531.0	531.3	499.7	536.3
Machine operators, hospitality staff, assistants, labourers	522.6	524.8	514.3	523.8	513.8	505.5	512.7	473.6	520.1
Not in paid work in previous 12 months	502.7	507.4	499.9	508.9	501.3	485.0	498.6	434.1	502.5
Not stated (g)	525.9	565.4	525.6	523.7	517.5	511.5	540.7	445.1	527.0

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

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

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

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

Table NEA.5.21 **NAPLAN Mean scale scores for numeracy, year 7 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.22 **NAPLAN Mean scale scores for reading, year 9 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	622.3	618.1	608.7	614.4	608.6	618.0	628.0	601.3	617.2
Advanced diploma/diploma	591.7	586.6	578.6	583.6	582.5	594.2	587.6	571.4	586.3
Certificate I to IV (d)	570.1	571.8	564.1	569.9	564.9	566.8	565.4	549.1	568.5
Year 12 or equivalent	572.8	575.2	563.6	567.1	567.4	566.3	578.0	553.8	570.4
Year 11 or equivalent or below	542.1	551.6	539.3	538.0	541.6	540.9	543.4	489.8	543.5
Not stated (e)	567.3	591.6	563.4	566.3	565.0	576.7	591.9	481.0	567.5
Parental occupation (f)									
Senior management and qualified professionals	620.6	618.8	607.0	610.6	608.6	614.6	626.8	588.3	615.6
Other business managers and associated professionals	597.7	594.1	583.9	587.8	583.2	587.4	597.1	573.2	591.7
Tradespeople, clerks, skilled office, sales and service staff	576.0	576.6	565.0	569.8	568.8	570.3	574.8	541.3	572.4
Machine operators, hospitality staff, assistants, labourers	558.6	560.3	546.1	549.3	555.7	549.2	548.1	512.1	555.6
Not in paid work in previous 12 months	542.6	546.5	539.9	536.3	538.4	536.1	542.3	464.9	542.2
Not stated (g)	560.4	600.8	559.2	563.1	555.7	558.2	577.1	483.3	562.5

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

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

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

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

Table NEA.5.22 **NAPLAN Mean scale scores for reading, year 9 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.23 **NAPLAN Mean scale scores for writing, year 9 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	607.7	617.6	604.8	604.8	605.6	601.7	607.6	594.1	609.4
Advanced diploma/diploma	574.5	581.6	574.3	572.2	572.8	564.0	567.9	557.2	575.7
Certificate I to IV (e)	546.6	560.2	555.2	554.0	548.3	539.3	538.0	532.3	552.1
Year 12 or equivalent	558.4	573.9	557.3	554.1	558.7	535.0	557.8	544.9	561.8
Year 11 or equivalent or below	516.3	538.1	525.8	512.1	518.7	503.9	517.2	442.5	523.0
Not stated (f)	542.0	587.8	552.7	547.8	551.7	547.7	561.8	422.0	550.7
Parental occupation (g)									
Senior management and qualified professionals	603.7	617.2	602.5	600.5	605.1	596.1	604.4	576.8	606.3
Other business managers and associated professionals	580.5	589.3	578.4	576.6	576.7	566.3	580.2	557.6	581.4
Tradespeople, clerks, skilled office, sales and service staff	556.0	568.5	557.8	554.3	555.5	543.2	552.1	524.8	559.1
Machine operators, hospitality staff, assistants, labourers	538.5	550.3	535.6	529.8	534.7	512.8	524.4	472.9	539.7
Not in paid work in previous 12 months	517.9	533.5	521.6	507.2	512.9	489.2	505.9	416.3	521.6
Not stated (h)	534.4	598.8	548.7	543.5	538.5	526.0	547.6	427.2	544.5

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Table NEA.5.23 **NAPLAN Mean scale scores for writing, year 9 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(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. See table NEA.5.25 for further detail.

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.24 **NAPLAN Mean scale scores for numeracy, year 9 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	637.1	626.7	612.1	621.2	610.5	609.0	624.0	596.3	625.7
Advanced diploma/diploma	598.5	590.0	580.1	584.8	580.7	585.3	582.9	565.5	589.5
Certificate I to IV (d)	571.5	573.6	564.7	572.1	562.2	561.6	560.4	550.4	569.3
Year 12 or equivalent	582.1	581.7	566.8	574.3	567.9	558.5	575.2	552.9	575.9
Year 11 or equivalent or below	544.0	556.4	540.8	541.2	538.3	534.3	538.1	497.8	545.5
Not stated (e)	569.6	596.7	566.0	573.5	565.6	569.1	582.1	488.9	570.5
Parental occupation (f)									
Senior management and qualified professionals	630.1	624.5	609.1	616.5	609.4	606.5	623.6	581.7	620.9
Other business managers and associated professionals	605.1	598.8	585.9	591.6	583.8	581.1	590.6	568.8	595.9
Tradespeople, clerks, skilled office, sales and service staff	581.2	579.4	567.0	572.3	566.0	564.6	565.3	544.9	575.0
Machine operators, hospitality staff, assistants, labourers	565.8	566.7	547.9	555.0	552.7	543.0	551.1	516.5	560.2
Not in paid work in previous 12 months	546.7	551.7	541.9	538.1	536.6	526.3	537.7	480.8	545.6
Not stated (g)	563.9	608.3	561.5	569.4	555.2	550.8	572.5	491.0	565.7

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

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

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

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

Table NEA.5.24 **NAPLAN Mean scale scores for numeracy, year 9 students, by State and Territory, by parental education and parental occupation, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

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

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.25 **Proportion of students with parental education and parental occupation not stated, by State and Territory, by year, by learning domain, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					Proportion of students with parental education not stated				
Year 3 reading	8	6	16	17	15	6	15	35	11
Year 3 writing	8	6	16	17	15	6	15	35	11
Year 3 numeracy	8	6	16	17	15	6	15	35	11
Year 5 reading	11	7	16	20	20	9	23	42	13
Year 5 writing	11	7	16	20	20	9	23	42	13
Year 5 numeracy	11	7	16	20	20	9	23	42	13
Year 7 reading	11	8	23	21	23	9	12	38	15
Year 7 writing	11	8	23	21	23	9	12	38	15
Year 7 numeracy	11	8	23	21	23	9	12	38	15
Year 9 reading	13	8	22	27	19	9	12	34	16
Year 9 writing	13	8	22	27	19	9	12	34	16
Year 9 numeracy	13	8	22	27	19	9	12	34	16
					Proportion of students with parental occupation not stated				
Year 3 reading	14	5	21	25	22	10	19	36	15
Year 3 writing	14	5	21	25	22	10	19	36	15
Year 3 numeracy	14	5	21	25	22	10	19	36	15
Year 5 reading	17	5	19	25	24	8	25	43	16
Year 5 writing	17	5	19	25	24	8	25	43	16
Year 5 numeracy	17	5	19	25	24	8	25	43	16
Year 7 reading	17	8	25	26	26	8	19	39	18
Year 7 writing	17	8	25	26	26	8	19	39	18
Year 7 numeracy	17	8	25	26	26	8	19	39	18

Table NEA.5.25 **Proportion of students with parental education and parental occupation not stated, by State and Territory, by year, by learning domain, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 9 reading	19	7	27	31	23	10	20	35	19
Year 9 writing	19	7	27	31	23	10	20	35	19
Year 9 numeracy	19	7	27	31	23	10	20	35	19

(a) Parental education and parental occupation may not have been stated on enrolment forms.

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.26 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	85.0	88.2	80.0	70.4	72.2	85.5	86.8	39.9	76.3
Non-Indigenous students	95.8	95.7	93.9	93.8	92.8	93.0	95.8	89.3	94.9
All students	**95.2**	**95.3**	**92.8**	**92.1**	**92.0**	**92.4**	**95.6**	**67.6**	**93.8**

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.27 Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b) (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	88.1	91.3	84.0	74.6	77.5	90.4	90.5	42.0	79.9
Non-Indigenous students	96.9	96.6	95.3	96.3	94.9	95.6	96.3	92.6	96.2
All students	**96.5**	**96.2**	**94.3**	**94.8**	**94.1**	**95.2**	**96.2**	**70.4**	**95.3**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.28 **Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	89.2	89.6	86.9	79.8	79.0	90.2	88.9	59.3	83.6
Non-Indigenous students	96.8	96.6	96.0	96.5	94.7	95.9	96.6	94.5	96.4
All students	**96.5**	**96.2**	**95.2**	**95.3**	**94.1**	**95.4**	**96.5**	**79.1**	**95.6**

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.29 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	77.8	83.1	68.0	55.0	67.4	81.1	86.0	28.5	66.4
Non-Indigenous students	93.8	94.7	90.4	92.2	91.1	90.8	94.7	89.1	92.9
All students	**93.1**	**94.3**	**88.6**	**89.7**	**90.1**	**90.0**	**94.5**	**61.8**	**91.5**

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.30 Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b) (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	81.8	83.3	72.1	56.4	65.5	79.6	87.0	29.1	68.9
Non-Indigenous students	95.7	94.7	91.7	93.0	91.4	91.1	93.9	88.7	93.9
All students	**95.0**	**94.4**	**90.2**	**90.5**	**90.3**	**90.3**	**93.7**	**61.7**	**92.5**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.31 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	83.4	86.1	77.8	67.0	74.2	86.9	86.0	45.2	75.2
Non-Indigenous students	96.0	95.9	94.8	95.4	94.0	94.5	95.6	94.6	95.5
All students	**95.4**	**95.6**	**93.4**	**93.4**	**93.1**	**93.9**	**95.4**	**72.5**	**94.4**

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.32 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	82.6	87.8	79.9	72.6	76.1	85.7	86.1	42.9	77.1
Non-Indigenous students	95.6	96.1	95.5	96.3	95.0	94.1	97.1	92.4	95.7
All students	**95.0**	**95.8**	**94.3**	**94.7**	**94.2**	**93.2**	**96.8**	**71.0**	**94.7**

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.33 Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b) (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	72.5	74.0	74.0	60.7	64.3	69.5	69.3	26.0	66.9
Non-Indigenous students	93.0	92.1	93.0	93.5	92.4	86.1	92.4	84.8	92.6
All students	**92.1**	**91.6**	**91.6**	**91.3**	**91.2**	**84.3**	**91.8**	**59.2**	**91.1**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.34 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	80.5	86.3	80.7	72.2	76.4	83.2	79.6	43.8	76.5
Non-Indigenous students	95.1	96.1	95.7	96.3	94.7	93.8	96.1	93.3	95.5
All students	**94.4**	**95.8**	**94.6**	**94.7**	**93.9**	**92.6**	**95.7**	**71.7**	**94.5**

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.35 **Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	77.9	83.2	72.1	63.9	69.1	82.2	89.0	37.2	71.9
Non-Indigenous students	93.7	94.2	93.1	92.6	92.5	91.9	94.6	89.3	93.5
All students	**93.0**	**94.0**	**91.6**	**90.9**	**91.6**	**90.6**	**94.4**	**69.1**	**92.4**

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.36 **Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	55.9	66.7	60.8	47.4	48.7	60.0	62.7	22.5	55.0
Non-Indigenous students	86.3	88.0	86.9	85.4	83.3	79.5	86.1	79.6	86.4
All students	**84.9**	**87.5**	**85.0**	**83.1**	**82.2**	**77.0**	**85.5**	**57.5**	**84.8**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.37 **Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, 2011 (per cent) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	74.9	80.3	74.5	67.3	68.2	80.3	83.0	42.4	72.0
Non-Indigenous students	93.9	94.8	94.2	93.6	92.6	92.1	94.9	91.7	94.1
All students	**93.0**	**94.6**	**92.8**	**92.1**	**91.7**	**90.9**	**94.6**	**72.6**	**93.0**

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.38 **NAPLAN Mean scale scores for reading, Year 3 students, by Indigenous status, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	355.1	374.0	338.1	313.2	326.7	365.3	371.9	236.0	331.6
Non-Indigenous students	426.2	434.3	405.4	407.4	405.4	413.7	444.4	391.0	420.4
All students	**423.1**	**433.5**	**399.9**	**400.3**	**402.2**	**410.1**	**443.0**	**322.6**	**415.7**

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.39 **NAPLAN Mean scale scores for writing, Year 3 students, by Indigenous status, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	370.6	380.0	349.9	321.9	335.3	366.7	366.1	250.9	343.5
Non-Indigenous students	432.1	424.5	408.9	410.3	402.6	403.6	420.9	393.4	420.1
All students	**429.2**	**423.6**	**404.1**	**403.9**	**400.1**	**400.7**	**419.7**	**330.0**	**415.9**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.40 **NAPLAN Mean scale scores for numeracy, Year 3 students, by Indigenous status, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	350.5	365.3	336.7	318.9	322.5	356.2	361.0	282.5	334.4
Non-Indigenous students	408.0	413.5	388.9	392.0	381.9	394.8	415.5	381.3	401.7
All students	**405.5**	**412.8**	**384.6**	**386.6**	**379.4**	**392.3**	**414.4**	**337.8**	**398.1**

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.41 **NAPLAN Mean scale scores for reading, Year 5 students, by Indigenous status, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	434.4	455.1	413.7	387.7	412.9	449.0	461.0	317.7	409.8
Non-Indigenous students	498.0	504.3	474.2	487.2	480.6	488.9	517.5	473.7	492.3
All students	**495.4**	**503.7**	**469.4**	**480.2**	**478.0**	**485.9**	**516.3**	**403.3**	**488.1**

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.42 **NAPLAN Mean scale scores for writing, Year 5 students, by Indigenous status, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	436.2	448.4	416.5	379.8	399.2	433.6	448.9	314.3	408.1
Non-Indigenous students	495.1	493.6	475.6	479.3	472.2	468.1	496.0	464.8	486.7
All students	**492.6**	**492.8**	**470.9**	**472.2**	**469.7**	**465.2**	**495.0**	**396.5**	**482.6**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.43 **NAPLAN Mean scale scores for numeracy, Year 5 students, by Indigenous status, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	439.8	455.1	421.8	402.7	415.5	447.9	448.1	366.5	421.1
Non-Indigenous students	501.8	499.8	474.4	485.1	473.0	480.2	502.9	470.1	491.3
All students	**499.3**	**499.2**	**470.3**	**479.2**	**470.9**	**478.2**	**502.0**	**423.6**	**487.8**

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.44 **NAPLAN Mean scale scores for reading, Year 7 students, by Indigenous status, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	485.7	495.4	480.0	466.0	476.2	498.4	514.6	408.7	475.3
Non-Indigenous students	546.0	545.7	537.8	547.0	536.1	539.1	563.0	534.8	543.7
All students	**543.5**	**544.8**	**533.5**	**541.3**	**533.8**	**534.5**	**561.8**	**480.2**	**540.2**

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.45 **NAPLAN Mean scale scores for writing, Year 7 students, by Indigenous status, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	464.0	474.1	474.1	442.6	450.7	464.6	478.9	350.6	454.5
Non-Indigenous students	530.4	534.3	537.6	535.9	531.6	512.7	537.0	520.9	533.2
All students	**527.5**	**533.3**	**532.9**	**529.5**	**528.8**	**507.5**	**535.7**	**446.3**	**529.1**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.46 **NAPLAN Mean scale scores for numeracy, Year 7 students, by Indigenous status, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	481.8	494.4	481.8	465.1	475.2	493.6	494.6	416.0	474.8
Non-Indigenous students	551.7	551.8	543.2	550.6	537.3	537.4	557.2	532.3	548.5
All students	**548.6**	**550.9**	**538.7**	**544.6**	**534.9**	**532.2**	**555.5**	**481.3**	**544.6**

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.47 **NAPLAN Mean scale scores for reading, Year 9 students, by Indigenous status, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	529.0	539.1	518.5	504.0	512.3	540.7	554.2	452.5	518.1
Non-Indigenous students	585.4	585.6	576.5	581.8	574.8	578.5	599.1	572.7	582.5
All students	**583.0**	**585.0**	**572.4**	**577.3**	**572.9**	**574.1**	**597.9**	**525.8**	**579.5**

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NEA.5.48 **NAPLAN Mean scale scores for writing, Year 9 students, by Indigenous status, 2011 (scale score) (a) (b) (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	487.6	512.2	498.2	465.2	472.6	499.7	500.4	384.5	483.0
Non-Indigenous students	566.3	579.7	569.5	568.0	562.7	552.0	576.9	561.5	570.2
All students	**562.8**	**578.5**	**564.4**	**561.8**	**560.3**	**545.8**	**574.9**	**491.9**	**565.9**

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

(b) From 2011, the NAPLAN writing text was assessed on a persuasive test, rather than the narrative text used in previous years. Results for NAPLAN writing from 2011 are not comparable with results for years prior to 2011.

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NEA.5.49 **NAPLAN Mean scale scores for numeracy, Year 9 students, by Indigenous status, 2011 (scale score) (a) (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous students	521.6	532.4	518.4	508.2	507.6	533.0	538.7	465.9	515.8
Non-Indigenous students	592.7	590.6	578.8	586.9	574.1	571.1	594.4	569.4	586.7
All students	**589.5**	**590.0**	**574.4**	**582.2**	**572.0**	**567.1**	**593.0**	**528.8**	**583.4**

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

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

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])

No new data are available for this report

NEA Indicator 7

The proportion of the 20-24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above

Table NEA.7.1 **Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, 2011 (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT (b)*	*NT*	*Aust*
						Estimate					
20–24 year old population with relevant qualification		'000	438.2	367.8	272.1	144.9	97.7	24.8	27.3	10.2	1383.0
Total 20–24 year old population		'000	524.8	427.2	327.7	172.9	116.4	31.7	30.3	14.0	1644.8
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert II or above		**%**	**83.5**	**86.1**	**83.0**	**83.8**	**84.0**	**78.2**	**90.1**	**72.8**	**84.1**
						Relative standard error					
20–24 year old population with relevant qualification		Est.%	1.6	1.6	2.3	2.2	2.0	4.0	2.4	8.9	0.8
Total 20–24 year old population (b)		Est.%	0.3	0.3	0.9	0.7	0.6	1.1	na	7.2	0.3
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert II or above		**Prop.%**	**1.7**	**1.7**	**2.1**	**1.9**	**2.0**	**3.8**	**2.4**	**5.9**	**0.8**
						95 per cent confidence interval					
20–24 year old population with relevant qualification	±	'000	13.7	11.6	12.2	6.3	3.9	2.0	1.3	1.8	21.7
Total 20–24 year old population	±	'000	3.5	2.8	5.9	2.5	1.4	0.7	na	2.0	8.7
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert II or above	**±**	**%**	**2.7**	**2.8**	**3.4**	**3.2**	**3.3**	**5.9**	**4.3**	**8.4**	**1.3**

Table NEA.7.1 **Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, 2011 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT (b)*	*NT*	*Aust*

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

(b) RSE for total 20–24 year old population for the ACT not provided since the normal distribution approximation which underpins the estimation of RSEs does not hold for proportions close to 0 or 1 (i.e. 0 per cent or 100 per cent).

na Not available.

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.7.2 **Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, 2010 (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT (b)*	*NT*	*Aust*
							Estimate				
20–24 year old population with relevant qualification		'000	444.1	374.1	283.0	136.1	92.5	24.1	26.8	9.9	1390.7
Total 20–24 year old population		'000	516.7	424.7	322.1	171.5	115.4	31.3	30.0	13.6	1625.2
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert II or above		**%**	**86.0**	**88.1**	**87.9**	**79.4**	**80.2**	**77.0**	**89.4**	**73.2**	**85.6**
							Relative standard error				
20–24 year old population with relevant qualification		Est.%	1.6	1.2	1.9	2.8	2.7	5.4	2.6	15.4	0.9
Total 20–24 year old population (b)		Est.%	0.8	0.3	0.8	0.6	0.3	0.9	na	15.2	0.4
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert II or above		**Prop.%**	**1.4**	**1.2**	**1.4**	**2.9**	**2.7**	**5.3**	**2.6**	**4.8**	**0.8**
							95 per cent confidence interval				
20–24 year old population with relevant qualification	±	'000	14.1	9.1	10.3	7.6	4.9	2.5	1.4	3.0	23.4
Total 20–24 year old population	±	'000	7.6	2.8	5.1	1.9	0.7	0.6	na	4.1	11.6
Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Cert II or above	**±**	**%**	**2.4**	**2.1**	**2.5**	**4.6**	**4.2**	**8.0**	**4.5**	**6.9**	**1.3**

Table NEA.7.2 **Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, 2010 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT (b)*	*NT*	*Aust*

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

(b) RSE for total 20–24 year old population for the ACT not provided since the normal distribution approximation which underpins the estimation of RSEs does not hold for proportions close to 0 or 1 (i.e. 0 per cent or 100 per cent).

na Not available.

Source: ABS (unpublished) Survey of Education and Work, 2010.

NEA Indicator 8:

The proportion of the 20-24 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II or above

Table NEA.8.1 **Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2011 (a) (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
20–24 year old population with relevant qualification	'000	90.7	54.9	27.7	19.3	23.0	8.7	np	np	227.0
Total 20–24 year old population	'000	121.0	71.0	39.8	26.3	32.2	12.1	np	np	306.4
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**%**	**75.0**	**77.3**	**69.6**	**73.7**	**71.4**	**72.4**	**np**	**np**	**74.1**
					SEIFA IRSD quintile 2					
20–24 year old population with relevant qualification	'000	67.7	60.1	51.8	27.8	22.9	4.6	–	2.8	237.6
Total 20–24 year old population	'000	89.4	70.3	67.1	35.1	26.8	6.6	np	np	298.9
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**%**	**75.7**	**85.5**	**77.3**	**79.1**	**85.5**	**69.7**	**–**	**77.6**	**79.5**
					SEIFA IRSD quintile 3					
20–24 year old population with relevant qualification	'000	84.1	75.7	66.2	27.0	16.3	5.6	2.9	2.4	280.3
Total 20–24 year old population	'000	96.8	92.2	79.7	32.1	18.5	6.6	3.8	2.9	332.7
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**%**	**86.9**	**82.1**	**83.1**	**84.2**	**88.2**	**83.5**	**77.3**	**82.2**	**84.2**
					SEIFA IRSD quintile 4					

Table NEA.8.1 Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2011 (a) (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
20–24 year old population with relevant qualification	'000	97.5	87.8	58.6	32.9	20.7	4.3	8.0	1.8	311.6
Total 20–24 year old population	'000	111.6	99.5	67.6	39.0	22.8	4.7	9.0	2.7	356.8
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**%**	**87.4**	**88.3**	**86.7**	**84.3**	**90.4**	**92.3**	**89.7**	**65.5**	**87.3**
					SEIFA IRSD quintile 5					
20–24 year old population with relevant qualification	'000	94.2	89.2	66.7	37.5	14.9	1.6	16.0	0.9	321.0
Total 20–24 year old population	'000	100.4	93.7	72.5	39.6	16.0	1.7	17.1	1.0	342.0
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**%**	**93.8**	**95.2**	**92.0**	**94.6**	**92.7**	**93.0**	**93.7**	**92.9**	**93.8**

(a) SES is derived using the ABS 2006 SEIFA IRSD (at CD level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

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

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.8.2 **RSEs for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2011 (a) (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
20–24 year old population with relevant qualification	Est.%	10.5	10.0	18.8	19.1	11.5	18.3	np	np	5.4
Total 20–24 year old population	Est.%	8.7	11.2	18.3	17.6	10.4	13.2	np	np	4.7
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**Prop.%**	**4.7**	**4.6**	**7.9**	**7.6**	**5.8**	**9.0**	np	np	**2.6**
					SEIFA IRSD quintile 2					
20–24 year old population with relevant qualification	Est.%	11.1	15.8	17.3	15.2	15.7	21.8	–	27.5	5.9
Total 20–24 year old population	Est.%	11.4	14.1	15.6	12.8	14.1	18.7	np	np	5.4
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**Prop.%**	**4.9**	**3.4**	**5.8**	**6.9**	**5.0**	**12.1**	**–**	**7.6**	**2.4**
					SEIFA IRSD quintile 3					
20–24 year old population with relevant qualification	Est.%	12.2	12.4	13.3	15.3	18.4	28.3	41.2	26.2	6.9
Total 20–24 year old population	Est.%	11.4	10.4	13.8	14.8	17.1	28.4	36.3	26.0	6.3
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**Prop.%**	**3.0**	**4.7**	**3.9**	**5.1**	**5.0**	**10.2**	**13.0**	**8.1**	**1.9**

Table NEA.8.2 **RSEs for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2011 (a) (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						SEIFA IRSD quintile 4				
20–24 year old population with relevant qualification	Est.%	16.1	11.3	14.3	12.0	13.0	20.9	17.8	26.9	7.3
Total 20–24 year old population	Est.%	14.8	11.1	13.4	12.8	12.7	20.0	17.0	24.9	6.5
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**Prop.%**	**3.7**	**3.0**	**3.9**	**5.4**	**3.6**	**5.3**	**4.4**	**21.3**	**1.8**
						SEIFA IRSD quintile 5				
20–24 year old population with relevant qualification	Est.%	11.7	9.6	10.9	12.6	16.3	51.4	11.7	38.8	5.5
Total 20–24 year old population	Est.%	11.3	9.7	10.6	11.9	15.0	48.1	11.0	38.9	5.3
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**Prop.%**	**2.2**	**2.0**	**3.1**	**2.2**	**4.1**	**9.1**	**3.1**	**8.4**	**1.1**

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

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

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.8.3 **95 per cent confidence intervals for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate level II or above, by SES based on SEIFA IRSD, 2011 (a) (b)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
					SEIFA IRSD quintile 1					
20–24 year old population with relevant qualification	± '000	18.7	10.8	10.2	7.2	5.2	3.1	np	np	23.9
Total 20–24 year old population	± '000	20.6	15.6	14.3	9.1	6.6	3.1	np	np	28.4
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**± %**	**6.9**	**6.9**	**10.8**	**11.0**	**8.2**	**12.8**	np	np	**3.7**
					SEIFA IRSD quintile 2					
20–24 year old population with relevant qualification	± '000	14.7	18.6	17.6	8.3	7.0	2.0	–	1.5	27.6
Total 20–24 year old population	± '000	19.9	19.4	20.5	8.8	7.4	2.4	np	np	31.5
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**± %**	**7.2**	**5.6**	**8.7**	**10.7**	**8.4**	**16.5**	**–**	**11.6**	**3.8**
					SEIFA IRSD quintile 3					
20–24 year old population with relevant qualification	± '000	20.1	18.3	17.3	8.1	5.9	3.1	2.4	1.2	38.1
Total 20–24 year old population	± '000	21.6	18.7	21.5	9.3	6.2	3.7	2.7	1.5	40.8
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**± %**	**5.1**	**7.6**	**6.4**	**8.5**	**8.6**	**16.7**	**19.6**	**13.1**	**3.2**
					SEIFA IRSD quintile 4					

Table NEA.8.3 **95 per cent confidence intervals for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate level II or above, by SES based on SEIFA IRSD, 2011 (a) (b)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
20–24 year old population with relevant qualification	±	'000	30.7	19.4	16.4	7.7	5.2	1.8	2.8	0.9	44.8
Total 20–24 year old population	±	'000	32.3	21.7	17.8	9.8	5.7	1.8	3.0	1.3	45.6
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**±**	**%**	**6.4**	**5.1**	**6.6**	**8.9**	**6.4**	**9.5**	**7.8**	**27.3**	**3.2**
						SEIFA IRSD quintile 5					
20–24 year old population with relevant qualification	±	'000	21.5	16.8	14.3	9.3	4.8	1.6	3.7	0.7	34.7
Total 20–24 year old population	±	'000	22.3	17.8	15	9.2	4.7	1.6	3.7	0.8	35.3
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**±**	**%**	**4.1**	**3.6**	**5.5**	**4.0**	**7.5**	**16.5**	**5.7**	**15.3**	**1.9**

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

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

np Not published. – Nil or rounded to zero.

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.8.4 Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010 (a) (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
20–24 year old population with relevant qualification	'000	77.0	58.7	34.5	18.7	19.4	7.7	1.1	2.9	219.8
Total 20–24 year old population	'000	98.9	74.5	40.7	28.8	29.0	11.9	1.4	4.4	289.6
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**%**	**77.9**	**78.8**	**84.7**	**64.7**	**66.7**	**64.5**	**76.6**	**66.7**	**75.9**
					SEIFA IRSD quintile 2					
20–24 year old population with relevant qualification	'000	84.2	64.5	52.1	26.5	20.1	4.0	0.5	2.1	253.9
Total 20–24 year old population	'000	99.8	73.1	64.3	35.2	24.0	5.1	0.7	3.5	305.8
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**%**	**84.4**	**88.2**	**81.0**	**75.2**	**83.5**	**78.7**	**67.4**	**59.5**	**83.0**
					SEIFA IRSD quintile 3					
20–24 year old population with relevant qualification	'000	85.7	77.5	66.8	22.5	18.7	5.1	4.4	3.0	283.6
Total 20–24 year old population	'000	99.5	85.6	71.3	25.6	23.5	6.5	5.4	3.3	320.7
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**%**	**86.2**	**90.5**	**93.7**	**87.7**	**79.8**	**78.1**	**81.4**	**89.4**	**88.4**
					SEIFA IRSD quintile 4					

Table NEA.8.4 Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010 (a) (b)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
20–24 year old population with relevant qualification	'000	90.2	72.5	69.9	34.4	18.6	6.4	5.3	1.3	298.5
Total 20–24 year old population	'000	104.3	81.4	79.9	42.2	20.5	6.7	6.2	1.4	342.6
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**%**	**86.5**	**89.1**	**87.5**	**81.7**	**90.4**	**95.6**	**84.5**	**92.2**	**87.1**
					SEIFA IRSD quintile 5					
20–24 year old population with relevant qualification	'000	103.8	100.9	59.3	33.8	15.5	1.0	14.2	0.7	329.2
Total 20–24 year old population	'000	110.1	110.0	65.4	39.4	18.1	1.2	14.9	1.0	360.0
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**%**	**94.3**	**91.8**	**90.6**	**85.7**	**85.9**	**83.0**	**95.6**	**68.1**	**91.4**

(a) SES is derived using the ABS 2006 SEIFA IRSD (at CD level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

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

Source : ABS (unpublished) Survey of Education and Work, 2010.

Table NEA.8.5 **RSEs for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010 (a) (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
20–24 year old population with relevant qualification	Est.%	12.2	13.1	19.2	16.4	15.0	13.6	60.1	37.3	7.9
Total 20–24 year old population	Est.%	10.6	11.6	17.0	16.6	12.7	10.4	54.5	32.0	6.4
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**Prop.%**	**3.4**	**4.4**	**5.8**	**9.5**	**7.6**	**13.1**	**18.5**	**11.1**	**2.3**
					SEIFA IRSD quintile 2					
20–24 year old population with relevant qualification	Est.%	13.0	13.2	13.0	11.9	12.4	25.2	76.0	32.7	5.8
Total 20–24 year old population	Est.%	11.9	12.5	12.9	11.3	11.1	24.2	54.6	26.4	5.4
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**Prop.%**	**3.7**	**3.0**	**4.0**	**4.5**	**4.0**	**6.5**	**51.5**	**16.2**	**1.5**
					SEIFA IRSD quintile 3					
20–24 year old population with relevant qualification	Est.%	11.1	12.8	11.0	20.3	16.4	20.2	24.7	21.6	6.3
Total 20–24 year old population	Est.%	11.4	12.7	10.6	20.3	15.3	17.2	27.1	20.9	6.3
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**Prop.%**	**2.9**	**2.5**	**1.8**	**3.7**	**8.2**	**7.4**	**7.3**	**5.9**	**1.0**

Table NEA.8.5 **RSEs for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate Level II or above, by SES based on SEIFA IRSD, 2010 (a) (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 4					
20–24 year old population with relevant qualification	Est.%	9.4	14.3	10.6	14.4	14.9	18.7	23.8	44.0	5.5
Total 20–24 year old population	Est.%	9.6	13.3	9.8	13.3	15.1	19.4	22.4	39.9	5.2
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**Prop.%**	**3.6**	**2.8**	**2.7**	**4.7**	**4.1**	**3.1**	**7.8**	**9.9**	**1.5**
					SEIFA IRSD quintile 5					
20–24 year old population with relevant qualification	Est.%	9.1	8.3	15.8	14.5	15.5	41.5	10.4	45.0	5.2
Total 20–24 year old population	Est.%	9.4	8.1	15.3	12.7	14.1	37.1	9.6	44.1	4.8
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**Prop.%**	**1.6**	**2.3**	**3.7**	**4.7**	**5.0**	**15.3**	**2.2**	**17.9**	**1.3**

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

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

Source: ABS (unpublished) Survey of Education and Work, 2010.

Table NEA.8.6 **95 per cent confidence intervals for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate level II or above, by SES based on SEIFA IRSD, 2010 (a) (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
20–24 year old population with relevant qualification	± '000	18.3	15.0	13.0	6.0	5.7	2.0	1.2	2.1	33.9
Total 20–24 year old population	± '000	20.6	17.0	13.6	9.4	7.3	2.4	1.5	2.8	36.2
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**± %**	**5.1**	**6.8**	**9.6**	**12.0**	**9.9**	**16.6**	**27.8**	**14.5**	**3.4**
					SEIFA IRSD quintile 2					
20–24 year old population with relevant qualification	± '000	21.5	16.7	13.3	6.2	4.9	2.0	0.7	1.3	29.1
Total 20–24 year old population	± '000	23.2	18.0	16.3	7.8	5.3	2.4	0.8	1.8	32.4
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**± %**	**6.2**	**5.2**	**6.3**	**6.6**	**6.6**	**10.0**	**68.1**	**18.9**	**2.5**
					SEIFA IRSD quintile 3					
20–24 year old population with relevant qualification	± '000	18.6	19.4	14.4	9.0	6.0	2.0	2.1	1.3	35.0
Total 20–24 year old population	± '000	22.2	21.3	14.7	10.2	7.0	2.2	2.8	1.4	39.7
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**± %**	**5.0**	**4.5**	**3.2**	**6.4**	**12.9**	**11.3**	**11.6**	**10.4**	**1.7**

Table NEA.8.6 **95 per cent confidence intervals for persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate level II or above, by SES based on SEIFA IRSD, 2010 (a) (b)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 4					
20–24 year old population with relevant qualification	± '000	16.7	20.3	14.5	9.7	5.4	2.4	2.5	1.1	32.3
Total 20–24 year old population	± '000	19.7	21.3	15.4	11.0	6.1	2.6	2.7	1.1	35.0
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**± %**	**6.1**	**4.9**	**4.6**	**7.5**	**7.2**	**5.8**	**12.9**	**17.8**	**2.6**
					SEIFA IRSD quintile 5					
20–24 year old population with relevant qualification	± '000	18.6	16.4	18.3	9.6	4.7	0.8	2.9	0.6	33.7
Total 20–24 year old population	± '000	20.2	17.5	19.6	9.8	5.0	0.9	2.8	0.8	34.2
Proportion of the 20–24 year old population having attained a Year 12 or equivalent or AQF Cert II or above	**± %**	**2.9**	**4.1**	**6.6**	**8.0**	**8.4**	**24.8**	**4.0**	**23.9**	**2.4**

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

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

Source: ABS (unpublished) Survey of Education and Work, 2010.

NEA Indicator 9:

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

Table NEA.9.1 **Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Completed Year 12	'000	127.7	100.4	119.2	58.5	36.3	6.0	7.3	2.8	458.1
Participating in full-time education/training (a)	%	62.2	70.9	43.0	53.7	52.2	56.1	50.7	27.5	56.7
Participating in full-time employment (b)	%	14.4	13.6	26.8	28.8	24.8	30.3	20.9	40.7	20.6
Total fully engaged (c)	**%**	**79.3**	**83.5**	**70.5**	**86.0**	**78.7**	**86.4**	**79.6**	**68.7**	**78.8**
Completed Year 11	'000	15.0	16.2	14.1	9.8	8.3	2.2	0.9	1.3	67.7
Participating in full-time education/training (a)	%	13.4	21.5	8.7	20.0	18.5	np	np	np	15.9
Participating in full-time employment (b)	%	37.7	44.1	35.0	55.3	48.5	56.4	np	np	43.5
Total fully engaged (c)	**%**	**51.2**	**68.7**	**43.7**	**80.0**	**58.4**	**71.7**	**85.3**	**52.9**	**60.0**
Completed Year 10 and below	'000	77.9	36.3	30.7	24.2	5.8	5.7	1.5	2.4	184.6
Participating in full-time education/training (a)	%	12.0	21.3	9.8	17.1	17.2	np	np	np	14.2
Participating in full-time employment (b)	%	44.1	34.1	42.1	48.2	12.4	52.3	np	np	41.2
Total fully engaged (c)	**%**	**54.5**	**56.8**	**51.9**	**63.8**	**24.1**	**64.1**	**46.4**	**31.7**	**54.7**
Total	'000	220.7	152.9	164.0	92.5	50.3	13.9	9.7	6.4	710.4
Participating in full-time education/training (a)	%	41.1	53.9	33.8	40.5	42.7	30.0	44.9	13.2	41.8
Participating in full-time employment (b)	%	26.5	21.7	30.3	36.7	27.3	43.5	23.9	38.5	28.1
Total fully engaged (c)	**%**	**68.6**	**75.6**	**64.7**	**79.6**	**69.0**	**74.9**	**74.8**	**51.9**	**70.7**

Table NEA.9.1 **Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(a) Includes people in full-time education/training and full-time employment.

(b) Includes people in full-time employment and full-time education/training.

(c) Components do not add to the total. Some people participate in both full-time education/training and full-time employment but would only be counted once in the total. Other people are regarded as fully engaged because they participate in both part-time education/training and part-time employment and hence would be included in the total but not in the component categories.

np Not published.

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.9.2 **RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						Relative standard errors				
Completed Year 12	Est.%	4.4	3.9	4.6	4.2	5.0	13.3	10.4	15.7	2.3
Participating in full-time education/training (a)	Prop. %	6.2	4.4	7.5	9.2	7.8	15.0	15.5	32.4	3.5
Participating in full-time employment (b)	Prop. %	20.2	19.4	14.0	14.9	13.2	26.8	26.0	23.1	8.5
Total fully engaged (c)	**Prop. %**	**4.5**	**3.1**	**4.0**	**3.8**	**4.2**	**6.2**	**7.1**	**13.9**	**1.9**
Completed Year 11	Est.%	18.2	18.0	18.5	22.9	19.7	29.7	36.2	23.5	9.5
Participating in full-time education/training (a)	Prop. %	50.5	31.6	61.4	36.2	36.0	np	np	np	18.7
Participating in full-time employment (b)	Prop. %	24.5	21.2	25.0	24.3	20.7	28.5	np	np	10.2
Total fully engaged (c)	**Prop. %**	**17.7**	**12.2**	**18.4**	**9.4**	**15.9**	**17.8**	**18.7**	**24.3**	**6.0**
Completed Year 10	Est.%	8.3	14.0	14.4	12.7	15.4	18.2	31.9	20.6	4.8
Participating in full-time education/training (a)	Prop. %	21.8	20.7	50.5	35.5	47.0	np	np	np	12.2
Participating in full-time employment (b)	Prop. %	9.0	18.0	15.3	19.2	54.4	18.1	np	np	6.1
Total fully engaged (c)	**Prop. %**	**5.8**	**14.2**	**10.2**	**10.7**	**41.7**	**13.3**	**44.7**	**29.2**	**4.1**
Total	Est.%	2.3	3.3	2.8	3.4	3.0	9.0	7.2	10.5	1.2

Table NEA.9.2 **RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Participating in full-time education/training (a)	Prop. %	5.8	4.8	8.4	7.9	8.1	17.6	15.8	33.9	3.4
Participating in full-time employment (b)	Prop. %	9.3	12.5	10.2	10.7	11.2	15.2	20.4	17.8	5.2
Total fully engaged (c)	**Prop. %**	**3.4**	**3.6**	**4.0**	**3.9**	**4.6**	**5.9**	**7.2**	**13.4**	**1.8**
					95 per cent confidence intervals					
Completed Year 12	'000	10.9	7.6	10.8	4.9	3.6	1.6	1.5	0.9	21.1
Participating in full-time education/training (a)	±	7.5	6.1	6.3	9.7	8.0	16.5	15.4	17.5	3.9
Participating in full-time employment (b)	±	5.7	5.2	7.3	8.4	6.4	15.9	10.6	18.4	3.4
Total fully engaged (c)	**±**	**6.9**	**5.1**	**5.5**	**6.4**	**6.4**	**10.6**	**11.2**	**18.7**	**3.0**
Completed Year 11	'000	5.4	5.7	5.1	4.4	3.2	1.3	0.6	0.6	12.6
Participating in full-time education/training (a)	±	13.3	13.3	10.5	14.2	13.0	np	np	np	5.8
Participating in full-time employment (b)	±	18.1	18.3	17.1	26.3	19.7	31.5	np	np	8.7
Total fully engaged (c)	**±**	**17.7**	**16.4**	**15.8**	**14.7**	**18.2**	**25.0**	**31.3**	**25.1**	**7.1**
Completed Year 10 and below	'000	12.6	9.9	8.7	6.0	1.7	2.0	1.0	1.0	17.4
Participating in full-time education/training (a)	±	5.1	8.6	9.6	11.9	15.9	np	np	np	3.4

Table NEA.9.2 **RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Participating in full-time employment (b)	±	7.8	12.1	12.6	18.1	13.2	18.5	np	np	4.9
Total fully engaged (c)	**±**	**6.2**	**15.8**	**10.4**	**13.4**	**19.6**	**16.8**	**40.6**	**18.1**	**4.4**
Total	'000	9.8	9.9	9.0	6.2	2.9	2.4	1.4	1.3	16.7
Participating in full-time education/training (a)	±	4.7	5.1	5.6	6.3	6.7	10.4	13.9	8.7	2.8
Participating in full-time employment (b)	±	4.8	5.3	6.1	7.7	6.0	13.0	9.5	13.4	2.9
Total fully engaged (c)	**±**	**4.6**	**5.4**	**5.1**	**6.1**	**6.2**	**8.7**	**10.5**	**13.7**	**2.5**

(a) Includes people in full-time education/training and full-time employment.

(b) Includes people in full-time employment and full-time education/training.

(c) Components do not add to the total. Some people participate in both full-time education/training and full-time employment but would only be counted once in the total. Other people are regarded as fully engaged because they participate in both part-time education/training and part-time employment and hence would be included in the total but not in the component categories.

np Not published.

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.9.3 **Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	28.7	23.1	11.7	6.9	3.6	3.0	np	np	77.9
Total 15-19 year old population who have left school	'000	51.0	36.5	24.6	11.8	7.8	4.6	np	np	138.4
Proportion fully engaged in education, training and/or employment	**%**	**56.2**	**63.2**	**47.7**	**58.3**	**46.3**	**65.1**	**np**	**np**	**56.2**
					SEIFA IRSD quintile 2					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	21.8	18.4	19.0	11.0	8.5	2.3	0.5	1.0	82.5
Total 15-19 year old population who have left school	'000	34.9	24.5	31.3	17.7	11.9	2.9	0.7	1.8	125.7
Proportion fully engaged in education, training and/or employment	**%**	**62.5**	**75.1**	**60.6**	**62.4**	**71.7**	**78.6**	**65.6**	**55.7**	**65.6**
					SEIFA IRSD quintile 3					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	29.2	21.0	21.9	14.9	5.7	2.4	1.3	0.4	96.8
Total 15-19 year old population who have left school	'000	44.6	26.3	33.9	17.9	9.3	3.2	1.7	1.1	138.1
Proportion fully engaged in education, training and/or employment	**%**	**65.4**	**79.8**	**64.7**	**83.4**	**61.4**	**76.3**	**74.2**	**36.3**	**70.1**

Table NEA.9.3 Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 4					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	26.0	25.8	22.6	18.5	7.8	2.4	1.0	0.7	104.9
Total 15-19 year old population who have left school	'000	35.7	31.1	33.9	19.8	9.5	2.8	1.9	1.1	135.8
Proportion fully engaged in education, training and/or employment	**%**	**72.8**	**83.2**	**66.7**	**93.3**	**82.3**	**86.2**	**52.8**	**63.8**	**77.2**
					SEIFA IRSD quintile 5					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	43.9	26.9	30.3	21.1	9.1	np	4.4	np	136.5
Total 15-19 year old population who have left school	'000	52.6	34.1	39.7	24.1	11.8	0.4	5.3	0.5	168.5
Proportion fully engaged in education, training and/or employment	**%**	**83.5**	**78.8**	**76.3**	**87.4**	**76.9**	np	**83.7**	np	**81.0**
					Total (c)					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	151.4	115.6	106.1	73.6	34.7	10.4	7.3	3.3	502.4
Total 15-19 year old population who have left school	'000	220.7	152.9	164.0	92.5	50.3	13.9	9.7	6.4	710.4
Proportion fully engaged in education, training and/or employment	**%**	**68.6**	**75.6**	**64.7**	**79.6**	**69.0**	**74.9**	**74.8**	**51.9**	**70.7**

Table NEA.9.3 **Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Fully engaged comprises persons in full-time education/training; full-time employment; or a mixture of part time/full time employment and part time/full time education or training.

(c) Includes persons who live in a CD for which the SEIFA score could not be determined.

np Not published.

Source : ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.9.4 **RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	16.6	17.8	20.5	29.0	29.4	29.3	np	np	8.3
Total 15-19 year old population who have left school	Est.%	11.7	13.6	16.6	25.3	21.1	22.9	np	np	6.5
Proportion fully engaged in education, training and/or employment	**Prop.%**	**8.8**	**10.5**	**18.0**	**18.1**	**21.9**	**14.5**	**np**	**np**	**5.0**
					SEIFA IRSD quintile 2					
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	16.6	13.3	23.1	26.5	21.1	29.8	57.4	45.9	9.3
Total 15-19 year old population who have left school	Est.%	14.1	12.4	17.7	21.0	16.9	25.7	60.9	33.4	7.9
Proportion fully engaged in education, training and/or employment	**Prop.%**	**8.1**	**8.0**	**10.5**	**13.1**	**12.5**	**14.3**	**20.2**	**33.6**	**4.1**
					SEIFA IRSD quintile 3					
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	16.5	17.6	18.1	19.1	18.9	30.2	40.8	44.6	8.5
Total 15-19 year old population who have left school	Est.%	13.3	17.0	16.6	16.6	17.0	28.3	33.8	28.8	7.8
Proportion fully engaged in education, training and/or employment	**Prop.%**	**9.9**	**6.0**	**10.2**	**7.3**	**11.1**	**13.1**	**18.9**	**47.0**	**3.5**

Table NEA.9.4 RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						SEIFA IRSD quintile 4				
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	16.8	20.1	21.2	17.4	20.4	20.7	33.6	53.6	8.1
Total 15-19 year old population who have left school	Est.%	16.1	19.4	17.8	17.0	16.7	18.0	21.0	41.3	7.5
Proportion fully engaged in education, training and/or employment	**Prop.%**	**8.2**	**5.3**	**8.3**	**4.3**	**8.9**	**9.3**	**22.3**	**28.7**	**3.3**
						SEIFA IRSD quintile 5				
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	9.3	15.2	17.0	11.3	16.8	np	18.5	np	6.8
Total 15-19 year old population who have left school	Est.%	8.8	12.9	15.5	12.1	14.0	55.0	15.1	60.7	5.8
Proportion fully engaged in education, training and/or employment	**Prop.%**	**4.3**	**8.1**	**8.4**	**4.4**	**8.0**	**np**	**7.9**	**np**	**3.7**
						Total (c)				
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	4.4	4.7	4.6	4.3	4.2	10.9	9.9	18.0	1.9
Total 15-19 year old population who have left school	Est.%	2.3	3.3	2.8	3.4	3.0	9.0	7.2	10.5	1.2
Proportion fully engaged in education, training and/or employment	**Prop.%**	**3.4**	**3.6**	**4.0**	**3.9**	**4.6**	**5.9**	**7.2**	**13.4**	**1.8**

Table NEA.9.4 **RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Fully engaged comprises persons in full-time education/training; full-time employment; or a mixture of part time/full time employment and part time/full time education or training.

(c) Includes persons who live in a CD for which the SEIFA score could not be determined.

np Not published.

Source : ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.9.5 **95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						SEIFA IRSD quintile 1					
All school leavers											
Fully engaged in education, training and/or employment (b)	±	'000	9.3	8.1	4.7	3.9	2.1	1.7	np	np	12.6
Total 15-19 year old population who have left school	±	'000	11.7	9.8	8.0	5.8	3.2	2.1	np	np	17.7
Proportion fully engaged in education, training and/or employment	**±**	**%**	**9.7**	**13.0**	**16.8**	**20.7**	**19.9**	**18.5**	**np**	**np**	**5.5**
						SEIFA IRSD quintile 2					
All school leavers											
Fully engaged in education, training and/or employment (b)	±	'000	7.1	4.8	8.6	5.7	3.5	1.3	0.5	0.9	15.0
Total 15-19 year old population who have left school	±	'000	9.7	6.0	10.9	7.3	3.9	1.5	0.8	1.1	19.6
Proportion fully engaged in education, training and/or employment	**±**	**%**	**10.0**	**11.7**	**12.4**	**16.0**	**17.5**	**22.0**	**25.9**	**36.6**	**5.3**
						SEIFA IRSD quintile 3					
All school leavers											
Fully engaged in education, training and/or employment (b)	±	'000	9.4	7.3	7.8	5.6	2.1	1.4	1.0	0.4	16.2
Total 15-19 year old population who have left school	±	'000	11.6	8.8	11.0	5.8	3.1	1.8	1.1	0.6	21.1

Table NEA.9.5 **95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA (a)**

		Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Proportion fully engaged in education, training and/or employment	**±**	**%**	**12.7**	**9.4**	**12.9**	**11.9**	**13.4**	**19.6**	**27.5**	**33.5**	**4.8**
						SEIFA IRSD quintile 4					
All school leavers											
Fully engaged in education, training and/or employment (b)	±	'000	8.5	10.2	9.4	6.3	3.1	1.0	0.7	0.7	16.6
Total 15-19 year old population who have left school	±	'000	11.2	11.8	11.8	6.6	3.1	1.0	0.8	0.9	20.0
Proportion fully engaged in education, training and/or employment	**±**	**%**	**11.7**	**8.6**	**10.8**	**7.9**	**14.4**	**15.8**	**23.1**	**35.9**	**5.0**
						SEIFA IRSD quintile 5					
All school leavers											
Fully engaged in education, training and/or employment (b)	±	'000	8.0	8.0	10.1	4.7	3.0	np	1.6	np	18.2
Total 15-19 year old population who have left school	±	'000	9.0	8.6	12.1	5.7	3.2	np	1.6	np	19.2
Proportion fully engaged in education, training and/or employment	**±**	**%**	**7.0**	**12.6**	**12.6**	**7.6**	**12.0**	**np**	**12.9**	**np**	**5.8**
							Total (c)				
All school leavers											

Table NEA.9.5 **95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2011, by SES based on ABS SEIFA (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Fully engaged in education, training and/or employment (b)	±	'000	13.0	10.7	9.5	6.3	2.8	2.2	1.4	1.2	18.9
Total 15-19 year old population who have left school	±	'000	9.8	9.9	9.0	6.2	2.9	2.4	1.4	1.3	16.7
Proportion fully engaged in education, training and/or employment	**±**	**%**	**4.6**	**5.4**	**5.1**	**6.1**	**6.2**	**8.7**	**10.5**	**13.7**	**2.5**

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Fully engaged comprises persons in full-time education/training; full-time employment; or a mixture of part time/full time employment and part time/full time education or training.

(c) Includes persons who live in a CD for which the SEIFA score could not be determined.

np Not published.

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.9.6 Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Completed Year 12	'000	142.0	104.4	124.4	52.1	31.2	6.8	7.8	4.0	472.7
Participating in full-time education/training (a)	%	62.2	65.7	40.8	47.5	46.9	38.9	61.6	32.0	54.1
Participating in full-time employment (b)	%	17.4	15.6	28.6	29.1	21.3	22.0	21.6	41.4	21.8
Total fully engaged (c)	**%**	**81.0**	**84.0**	**69.6**	**77.3**	**71.0**	**64.9**	**81.3**	**73.4**	**77.3**
Completed Year 11	'000	16.1	21.6	17.1	12.4	9.6	1.7	np	np	79.7
Participating in full-time education/training (a)	%	np	14.6	26.6	7.7	np	np	np	np	13.3
Participating in full-time employment (b)	%	61.0	36.5	43.0	54.0	38.3	56.8	np	np	46.2
Total fully engaged (c)	**%**	**75.8**	**55.4**	**66.1**	**67.3**	**44.6**	**64.8**	**np**	**48.6**	**62.5**
Completed Year 10 and below	'000	70.0	31.0	32.8	22.3	9.8	5.7	np	np	175.6
Participating in full-time education/training (a)	%	15.6	8.3	10.0	12.4	np	np	np	np	11.9
Participating in full-time employment (b)	%	37.3	37.3	35.3	42.4	39.6	52.7	48.0	84.6	39.0
Total fully engaged (c)	**%**	**57.2**	**46.9**	**46.4**	**53.5**	**49.7**	**60.2**	**57.1**	**84.6**	**53.0**
Total	'000	228.1	156.9	174.3	86.9	50.7	14.2	9.5	7.4	728.0
Participating in full-time education/training (a)	%	44.2	47.4	33.6	32.8	31.6	19.8	51.9	18.8	39.4
Participating in full-time employment (b)	%	26.6	22.8	31.3	36.1	28.1	38.5	26.3	55.5	28.6

Table NEA.9.6 **Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total fully engaged (c)	**%**	**73.4**	**72.8**	**64.9**	**69.8**	**61.8**	**63.0**	**76.7**	**74.3**	**69.8**

Table NEA.9.6 **Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(a) Includes people in full-time education/training and full-time employment.

(b) Includes people in full-time employment and full-time education/training.

(c) Components do not add to the total. Some people participate in both full-time education/training and full-time employment but would only be counted once in the total. Other people are regarded as fully engaged because they participate in both part-time education/training and part-time employment and hence would be included in the total but not in the component categories'.

np Not published.

Source : ABS (unpublished) Survey of Education and Work, 2010.

Table NEA.9.7 **RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						Relative standard errors				
Completed Year 12	Est.%	5.0	3.5	3.4	5.5	5.4	10.8	8.7	13.4	1.7
Participating in full-time education/training (a)	Prop. %	6.5	5.2	7.0	9.0	10.5	17.8	11.9	43.0	3.2
Participating in full-time employment (b)	Prop. %	13.9	12.7	11.1	12.9	19.1	30.3	24.7	25.1	4.7
Total fully engaged (c)	**Prop. %**	**3.7**	**3.0**	**4.6**	**4.7**	**6.4**	**9.9**	**5.5**	**14.0**	**2.1**
Completed Year 11	Est.%	21.2	15.4	18.2	15.2	12.0	33.8	np	np	7.2
Participating in full-time education/training (a)	Prop. %	np	36.0	25.2	58.7	np	np	np	np	19.3
Participating in full-time employment (b)	Prop. %	14.3	22.1	21.1	20.9	25.5	41.6	np	np	9.1
Total fully engaged (c)	**Prop. %**	**11.0**	**12.7**	**11.8**	**15.9**	**22.3**	**24.9**	**np**	**42.5**	**5.9**
Completed Year 10	Est.%	10.1	10.8	12.2	13.2	18.1	14.0	np	np	6.0
Participating in full-time education/training (a)	Prop. %	23.2	33.7	29.9	29.0	np	np	np	np	15.4
Participating in full-time employment (b)	Prop. %	12.5	15.8	14.5	16.8	20.8	14.3	np	np	6.0
Total fully engaged (c)	**Prop. %**	**8.7**	**13.2**	**13.3**	**14.0**	**16.2**	**14.3**	**20.0**	**7.5**	**5.3**
Total	Est.%	2.4	3.0	1.9	2.7	2.5	6.8	6.0	9.4	1.1
Participating in full-time education/training (a)	Prop. %	8.2	7.0	7.7	8.8	10.5	20.4	13.7	41.0	3.3
Participating in full-time employment (b)	Prop. %	10.6	9.0	8.7	9.4	12.6	16.2	20.5	12.1	3.7
Total fully engaged (c)	**Prop. %**	**3.7**	**3.8**	**4.0**	**5.6**	**6.0**	**8.9**	**5.6**	**8.0**	**2.1**

Table NEA.9.7 **RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						95 per cent confidence intervals				
Completed Year 12	'000	13.9	7.1	8.2	5.6	3.3	1.4	1.3	1.1	15.9
Participating in full-time education/training (a)	±	7.9	6.8	5.6	8.4	9.7	13.6	14.4	27.0	3.4
Participating in full-time employment (b)	±	4.7	3.9	6.2	7.4	8.0	13.1	10.5	20.4	2.0
Total fully engaged (c)	**±**	**5.9**	**4.9**	**6.3**	**7.2**	**8.9**	**12.6**	**8.7**	**20.2**	**3.2**
Completed Year 11	'000	6.7	6.5	6.1	3.7	2.3	1.1	np	np	11.2
Participating in full-time education/training (a)	±	np	10.3	13.1	8.9	np	np	np	np	5.0
Participating in full-time employment (b)	±	17.1	15.8	17.8	22.1	19.1	46.3	np	np	8.3
Total fully engaged (c)	**±**	**16.3**	**13.8**	**15.3**	**21.0**	**19.5**	**31.6**	**np**	**40.5**	**7.2**
Completed Year 10 and below	'000	13.9	6.6	7.9	5.8	3.5	1.6	np	np	20.6
Participating in full-time education/training (a)	±	7.1	5.5	5.8	7.1	np	np	np	np	3.6
Participating in full-time employment (b)	±	9.2	11.6	10.0	13.9	16.1	14.8	31.7	12.4	4.6
Total fully engaged (c)	**±**	**9.8**	**12.1**	**12.1**	**14.6**	**15.8**	**16.9**	**22.4**	**12.4**	**5.5**
Total	'000	10.8	9.3	6.5	4.6	2.5	1.9	1.1	1.4	16.2
Participating in full-time education/training (a)	±	7.1	6.5	5.1	5.7	6.5	7.9	14.0	15.1	2.5
Participating in full-time employment (b)	±	5.5	4.0	5.4	6.6	7.0	12.2	10.6	13.2	2.1
Total fully engaged (c)	**±**	**5.3**	**5.5**	**5.0**	**7.7**	**7.3**	**11.0**	**8.3**	**11.7**	**2.9**

Table NEA.9.7 **RSEs and 95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(a) Includes people in full-time education/training and full-time employment.

(b) Includes people in full-time employment and full-time education/training.

(c) Components do not add to the total. Some people participate in both full-time education/training and full-time employment but would only be counted once in the total. Other people are regarded as fully engaged because they participate in both part-time education/training and part-time employment and hence would be included in the total but not in the component categories'.

np Not published.

Source: ABS (unpublished) Survey of Education and Work, 2010.

Table NEA.9.8 Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	27.9	16.0	11.9	7.0	3.4	3.6	np	np	71.6
Total 15-19 year old population who have left school	'000	46.7	27.6	22.8	12.3	8.1	5.7	0.4	1.9	125.4
Proportion fully engaged in education, training and/or employment	**%**	**59.7**	**57.9**	**52.3**	**57.5**	**42.1**	**63.0**	**np**	**np**	**57.1**
					SEIFA IRSD quintile 2					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	32.7	16.8	22.7	12.5	5.6	1.1	0.4	1.6	93.3
Total 15-19 year old population who have left school	'000	43.2	25.4	38.1	18.6	10.8	1.8	0.7	1.8	140.5
Proportion fully engaged in education, training and/or employment	**%**	**75.5**	**66.3**	**59.5**	**66.9**	**52.0**	**61.3**	**58.0**	**84.7**	**66.4**
					SEIFA IRSD quintile 3					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	28.6	26.7	22.1	9.0	5.5	2.0	0.9	1.3	96.1
Total 15-19 year old population who have left school	'000	37.0	37.1	32.2	14.1	9.0	3.2	1.2	2.2	136.0
Proportion fully engaged in education, training and/or employment	**%**	**77.1**	**72.0**	**68.6**	**63.7**	**61.4**	**62.7**	**76.6**	**58.6**	**70.6**

Table NEA.9.8 Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 4					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	33.2	25.8	26.6	14.0	9.2	1.3	1.9	0.3	112.3
Total 15-19 year old population who have left school	'000	46.8	32.3	38.3	17.0	11.7	2.3	2.3	0.5	151.2
Proportion fully engaged in education, training and/or employment	**%**	**71.0**	**79.9**	**69.3**	**82.5**	**79.0**	**57.8**	**82.8**	**56.5**	**74.3**
					SEIFA IRSD quintile 5					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	40.5	28.9	29.9	17.1	7.6	1.0	2.9	0.8	128.6
Total 15-19 year old population who have left school	'000	49.2	34.1	42.7	23.9	11.1	1.3	4.0	0.9	167.1
Proportion fully engaged in education, training and/or employment	**%**	**82.3**	**84.6**	**70.1**	**71.6**	**68.1**	**75.2**	**72.3**	**88.4**	**76.9**
					Total (c)					
All school leavers										
Fully engaged in education, training and/or employment (b)	'000	167.3	114.2	113.1	60.6	31.3	8.9	7.3	5.5	508.3
Total 15-19 year old population who have left school	'000	228.1	156.9	174.3	86.9	50.7	14.2	9.5	7.4	728.0
Proportion fully engaged in education, training and/or employment	**%**	**73.4**	**72.8**	**64.9**	**69.8**	**61.8**	**63.0**	**76.7**	**74.3**	**69.8**

Table NEA.9.8 **Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Fully engaged comprises persons in full-time education/training; full-time employment; or a mixture of part time/full time employment and part time/full time education or training.

(c) Includes persons who live in a CD for which the SEIFA score could not be determined.

np Not published.

Source : ABS (unpublished) Survey of Education and Work, 2010.

Table NEA.9.9 **RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	17.5	20.5	21.6	26.6	37.0	24.2	np	np	9.0
Total 15-19 year old population who have left school	Est.%	12.3	16.2	20.3	21.7	19.1	19.6	72.9	32.3	7.3
Proportion fully engaged in education, training and/or employment	**Prop.%**	**8.8**	**14.0**	**17.8**	**23.7**	**28.4**	**11.8**	**np**	**np**	**6.1**
					SEIFA IRSD quintile 2					
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	20.1	19.6	17.8	21.4	20.2	36.3	56.7	33.5	8.4
Total 15-19 year old population who have left school	Est.%	15.9	16.0	14.6	17.4	16.1	31.9	39.6	28.9	6.2
Proportion fully engaged in education, training and/or employment	**Prop.%**	**7.2**	**12.9**	**9.9**	**12.3**	**15.9**	**17.4**	**47.4**	**10.2**	**4.0**
					SEIFA IRSD quintile 3					
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	16.2	18.6	19.4	26.6	24.1	34.4	34.4	35.1	8.4
Total 15-19 year old population who have left school	Est.%	13.9	14.9	16.3	23.2	16.9	27.6	33.5	37.0	7.7
Proportion fully engaged in education, training and/or employment	**Prop.%**	**6.6**	**7.6**	**8.1**	**16.2**	**15.1**	**17.2**	**19.7**	**12.5**	**2.9**

Table NEA.9.9 RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA (a)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						SEIFA IRSD quintile 4				
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	18.1	13.3	14.1	16.8	18.9	34.9	22.7	62.2	7.8
Total 15-19 year old population who have left school	Est.%	14.3	13.4	14.0	16.3	18.2	33.3	22.1	58.0	7.4
Proportion fully engaged in education, training and/or employment	**Prop.%**	**7.9**	**6.0**	**7.1**	**5.9**	**8.0**	**23.0**	**10.7**	**82.0**	**3.5**
						SEIFA IRSD quintile 5				
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	13.1	16.3	14.7	12.7	27.1	74.3	18.2	45.3	7.0
Total 15-19 year old population who have left school	Est.%	11.7	15.2	13.1	11.5	22.8	58.0	16.3	38.7	5.6
Proportion fully engaged in education, training and/or employment	**Prop.%**	**4.4**	**5.3**	**9.5**	**6.8**	**14.1**	**41.7**	**11.1**	**15.2**	**3.6**
						Total (c)				
All school leavers										
Fully engaged in education, training and/or employment (b)	Est.%	4.9	3.9	4.5	5.2	6.4	11.5	8.3	12.5	2.2
Total 15-19 year old population who have left school	Est.%	2.4	3.0	1.9	2.7	2.5	6.8	6.0	9.4	1.1
Proportion fully engaged in education, training and/or employment	**Prop.%**	**3.7**	**3.8**	**4.0**	**5.6**	**6.0**	**8.9**	**5.6**	**8.0**	**2.1**

Table NEA.9.9 **RSEs for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Fully engaged comprises persons in full-time education/training; full-time employment; or a mixture of part time/full time employment and part time/full time education or training.

(c) Includes persons who live in a CD for which the SEIFA score could not be determined.

np Not published.

Source : ABS (unpublished) Survey of Education and Work, 2010.

Table NEA.9.10 **95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						SEIFA IRSD quintile 1					
All school leavers											
Fully engaged in education, training and/or employment (b)	±	'000	9.6	6.4	5.0	3.7	2.5	1.7	np	np	12.6
Total 15-19 year old population who have left school	±	'000	11.2	8.8	9.1	5.2	3.0	2.2	0.6	1.2	18.0
Proportion fully engaged in education, training and/or employment	**±**	**%**	**10.3**	**15.9**	**18.3**	**26.7**	**23.5**	**14.6**	**np**	**np**	**6.8**
						SEIFA IRSD quintile 2					
All school leavers											
Fully engaged in education, training and/or employment (b)	±	'000	12.9	6.5	7.9	5.2	2.2	0.8	0.4	1.0	15.4
Total 15-19 year old population who have left school	±	'000	13.5	8.0	10.9	6.3	3.4	1.1	0.5	1.0	17.2
Proportion fully engaged in education, training and/or employment	**±**	**%**	**10.7**	**16.8**	**11.5**	**16.1**	**16.2**	**20.8**	**53.8**	**16.9**	**5.2**
						SEIFA IRSD quintile 3					
All school leavers											
Fully engaged in education, training and/or employment (b)	±	'000	9.1	9.7	8.4	4.7	2.6	1.3	0.6	0.9	15.9
Total 15-19 year old population who have left school	±	'000	10.1	10.8	10.3	6.4	3.0	1.7	0.8	1.6	20.6

Table NEA.9.10 **95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Proportion fully engaged in education, training and/or employment	**±**	**%**	**10.0**	**10.7**	**10.8**	**20.2**	**18.1**	**21.1**	**29.5**	**14.4**	**4.1**
						SEIFA IRSD quintile 4					
All school leavers											
Fully engaged in education, training and/or employment (b)	±	'000	11.8	6.7	7.4	4.6	3.4	0.9	0.8	0.4	17.2
Total 15-19 year old population who have left school	±	'000	13.1	8.5	10.5	5.4	4.2	1.5	1.0	0.6	21.8
Proportion fully engaged in education, training and/or employment	**±**	**%**	**11.0**	**9.4**	**9.7**	**9.6**	**12.3**	**26.1**	**17.4**	**90.8**	**5.1**
						SEIFA IRSD quintile 5					
All school leavers											
Fully engaged in education, training and/or employment (b)	±	'000	10.4	9.2	8.6	4.3	4.0	1.4	1.0	0.7	17.7
Total 15-19 year old population who have left school	±	'000	11.3	10.2	10.9	5.4	5.0	1.5	1.3	0.7	18.3
Proportion fully engaged in education, training and/or employment	**±**	**%**	**7.0**	**8.8**	**13.1**	**9.5**	**18.8**	**61.5**	**15.7**	**26.3**	**5.5**
						Total (c)					
All school leavers											

Table NEA.9.10 **95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Fully engaged in education, training and/or employment (b)	±	'000	16.0	8.7	10.1	6.2	3.9	2.0	1.2	1.3	21.7
Total 15-19 year old population who have left school	±	'000	10.8	9.3	6.5	4.6	2.5	1.9	1.1	1.4	16.2
Proportion fully engaged in education, training and/or employment	**±**	**%**	**5.3**	**5.5**	**5.0**	**7.7**	**7.3**	**11.0**	**8.3**	**11.7**	**2.9**

Table NEA.9.10 **95 per cent confidence intervals for young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment, 2010, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Fully engaged comprises persons in full-time education/training; full-time employment; or a mixture of part time/full time employment and part time/full time education or training.

(c) Includes persons who live in a CD for which the SEIFA score could not be determined.

np Not published.

Source: ABS (unpublished) Survey of Education and Work, 2010.

NEA Indicator 10:

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

Table NEA.10.1 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						Estimates				
18–24 year old population engaged in full-time employment, education or training at or above Cert. III (a)										
Participation in full-time education at or above Cert. III and part-time or no employment	'000	226.6	190.7	109.6	63.6	47.9	10.2	14.0	2.0	664.7
Participation in full-time employment and not in full-time education at or above Cert. III	'000	271.4	214.9	196.5	108.2	60.2	20.9	16.0	10.7	898.8
Participation in a combination of education at or above Cert III and employment (either full-time education and full-time employment or part-time education and part-time employment)	'000	20.1	17.7	14.7	6.7	7.1	0.6	1.6	0.4	69.0
Total	'000	518.1	423.4	320.9	178.6	115.2	31.7	31.5	13.1	1 632.6
Total 18–24 year old population	'000	718.5	576.2	453.7	237.4	162.0	44.9	39.8	19.3	2 251.9
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**72.1**	**73.5**	**70.7**	**75.2**	**71.1**	**70.6**	**79.2**	**67.9**	**72.5**
						Relative Standard Errors				
18–24 year old population engaged in full-time employment, education or training at or above Cert. III (a)										

Table NEA.10.1 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Participation in full-time education at or above Cert. III and part-time or no employment		Est.%	6.4	3.9	6.2	6.0	7.0	14.2	12.8	24.3	3.2
Participation in full-time employment and not in full-time education at or above Cert. III		Est.%	4.4	3.6	3.8	4.8	5.2	7.9	9.7	12.4	1.9
Participation in a combination of education at or above Cert III and employment (either full-time education and full-time employment or part-time education and part-time employment)		Est.%	19.3	16.2	15.7	25.0	23.3	47.7	31.7	58.3	7.9
Total		Est.%	2.0	2.0	2.5	2.2	2.4	4.5	3.6	11.8	1.0
Total 18–24 year old population		Est.%	0.4	0.6	1.0	1.1	0.8	1.1	0.9	7.8	0.2
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III		**Prop.%**	**2.0**	**1.9**	**2.4**	**2.2**	**2.6**	**4.1**	**3.6**	**7.0**	**1.0**
						95 per cent Confidence Intervals					
18–24 year old population engaged in full-time employment, education or training at or above Cert. III (a)											
Participation in full-time education at or above Cert. III and part-time or no employment	±	'000	28.6	14.7	13.3	7.5	6.6	2.8	3.5	1.0	41.3
Participation in full-time employment and not in full-time education at or above Cert. III	±	'000	23.4	15.0	14.6	10.2	6.1	3.2	3.0	2.6	33.6

Table NEA.10.1 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Participation in a combination of education at or above Cert III and employment (either full-time education and full-time employment or part-time education and part-time employment)	±	'000	7.6	5.6	4.5	3.3	3.2	0.6	1.0	0.5	10.6
Total	±	'000	20.0	16.2	15.8	7.7	5.4	2.8	2.2	3.0	33.3
Total 18–24 year old population	±	'000	5.8	6.9	8.7	5.0	2.4	1.0	0.7	3.0	10.3
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**±**	**%**	**2.8**	**2.8**	**3.3**	**3.2**	**3.6**	**5.6**	**5.6**	**9.3**	**1.4**

(a) Persons who are: participating in full-time employment; participating in full-time education or training at or above Certificate III; or participating in a mixture of part time/full time employment and part time/full time education or training at or above Certificate III.

Source : ABS (2011) *Survey of Education and Work* ,Canberra, Cat. No. 6227.0.

Table NEA.10.2 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	'000	96.6	65.0	31.1	21.8	22.3	10.0	0.4	2.9	250.2
Total 18–24 year old population	'000	166.2	102.5	57.5	33.6	39.3	16.5	0.4	5.4	421.4
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**58.1**	**63.4**	**54.1**	**65.0**	**56.8**	**60.8**	**100.0**	**54.6**	**59.4**
					SEIFA IRSD quintile 2					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	'000	78.9	69.8	63.0	28.5	28.0	6.4	np	np	278.6
Total 18–24 year old population	'000	118.0	92.0	92.2	46.5	37.8	8.8	0.8	5.1	401.2
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**66.9**	**75.8**	**68.3**	**61.3**	**74.2**	**72.8**	np	np	**69.4**
					SEIFA IRSD quintile 3					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										

Table NEA.10.2 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Fully engaged in education, training and/or employment (b)	'000	107.3	88.5	73.5	36.0	19.6	7.8	3.6	2.7	339.0
Total 18–24 year old population	'000	137.4	117.7	105.9	45.2	27.5	9.6	5.2	3.8	452.4
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**78.1**	**75.2**	**69.3**	**79.6**	**71.1**	**81.3**	**69.7**	**70.2**	**74.9**
					SEIFA IRSD quintile 4					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	'000	112.8	98.4	70.1	44.1	24.1	5.8	7.8	2.5	365.6
Total 18–24 year old population	'000	144.7	130.6	92.9	54.4	30.9	7.6	10.9	3.5	475.5
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**78.0**	**75.3**	**75.5**	**81.0**	**78.1**	**75.7**	**71.6**	**71.2**	**76.9**
					SEIFA IRSD quintile 5					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	'000	116.9	101.7	81.6	46.2	21.2	1.6	19.4	1.3	389.9
Total 18–24 year old population	'000	145.1	133.0	103.5	55.7	26.5	2.3	22.4	1.5	490.1

Table NEA.10.2 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**80.6**	**76.5**	**78.8**	**82.9**	**79.9**	**71.0**	**86.3**	**88.2**	**79.6**

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Persons who are: participating in full-time employment; participating in full-time education or training at or above Certificate III; or participating in a mixture of part time/full time employment and part time/full time education or training at or above Certificate III.

np Not published.

Source : ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.10.3 **RSEs for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT* (b)	*NT*	*Aust*
					SEIFA IRSD quintile 1					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	Est. %	9.7	10.7	17.8	20.6	12.9	18.0	77.6	32.0	5.2
Total 18–24 year old population	Est. %	8.1	10.1	16.5	17.5	10.2	12.8	77.6	26.2	4.5
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**Prop.%**	**5.1**	**6.5**	**6.0**	**9.6**	**7.7**	**10.1**	**na**	**22.7**	**2.6**
					SEIFA IRSD quintile 2					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	Est. %	11.4	13.1	16.8	16.4	14.0	21.1	np	np	5.6
Total 18–24 year old population	Est. %	11.0	12.1	15.1	12.2	12.9	16.6	52.2	26.3	5.2
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**Prop.%**	**4.3**	**4.4**	**5.4**	**8.6**	**6.3**	**9.4**	**np**	**np**	**2.5**
					SEIFA IRSD quintile 3					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										

Table NEA.10.3 **RSEs for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT* (b)	*NT*	*Aust*
Fully engaged in education, training and/or employment (c)	Est. %	11.7	11.5	13.4	12.8	16.7	26.4	31.7	24.1	6.3
Total 18–24 year old population	Est. %	10.4	10.2	13.1	12.9	14.6	25.0	31.2	21.4	5.9
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**Prop.%**	**3.8**	**4.5**	**5.2**	**4.9**	**6.4**	**6.6**	**11.7**	**12.3**	**2.1**
					SEIFA IRSD quintile 4					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	Est. %	15.2	11.6	13.9	12.2	13.9	15.9	18.9	27.6	6.8
Total 18–24 year old population	Est. %	13.5	11.7	12.6	12.7	12.7	14.6	14.2	24.6	6.1
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**Prop.%**	**4.9**	**4.7**	**4.6**	**3.8**	**4.7**	**7.0**	**9.1**	**9.0**	**2.5**
					SEIFA IRSD quintile 5					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (c)	Est. %	10.1	9.7	10.7	10.3	14.2	44.0	11.4	37.5	4.8
Total 18–24 year old population	Est. %	9.5	9.2	10.0	10.3	12.5	42.3	9.8	34.3	4.9

Table NEA.10.3 **RSEs for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT* (b)	*NT*	*Aust*
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**Prop.%**	**3.2**	**3.2**	**4.7**	**2.3**	**5.2**	**10.3**	**3.6**	**14.6**	**1.5**

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) RSE for total 20–24 year old population for the ACT not provided since the normal distribution approximation which underpins the estimation of RSEs does not hold for proportions close to 0 or 1 (i.e. 0 per cent or 100 per cent).

(c) Persons who are: participating in full-time employment; participating in full-time education or training at or above Certificate III; or participating in a mixture of part time/full time employment and part time/full time education or training at or above Certificate III.

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

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.10.4 **95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011, by SES based on ABS SEIFA (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						SEIFA IRSD quintile 1					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (b)	±	'000	18.3	13.6	10.9	8.8	5.6	3.5	0.7	1.8	25.6
Total 18–24 year old population	±	'000	26.5	20.4	18.6	11.5	7.9	4.1	0.7	2.8	37.0
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**±**	**%**	**5.8**	**8.1**	**6.4**	**12.3**	**8.5**	**12.0**	**na**	**24.2**	**3.0**
						SEIFA IRSD quintile 2					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (b)	±	'000	17.7	17.9	20.8	9.2	7.7	2.7	np	np	30.8
Total 18–24 year old population	±	'000	25.5	21.7	27.2	11.1	9.5	2.9	0.9	2.6	40.7
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**±**	**%**	**5.6**	**6.5**	**7.2**	**10.4**	**9.1**	**13.3**	np	np	**3.3**
						SEIFA IRSD quintile 3					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											

Table NEA.10.4 **95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011, by SES based on ABS SEIFA (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Fully engaged in education, training and/or employment (b)	±	'000	24.6	20.0	19.2	9.1	6.4	4.1	2.3	1.3	41.8
Total 18–24 year old population	±	'000	28.0	23.4	27.2	11.4	7.9	4.7	3.2	1.6	52.4
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**±**	**%**	**5.7**	**6.7**	**7.1**	**7.6**	**8.9**	**10.5**	**16.0**	**17.0**	**3.0**
						SEIFA IRSD quintile 4					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (b)	±	'000	33.5	22.3	19.1	10.6	6.6	1.8	2.9	1.4	49.1
Total 18–24 year old population	±	'000	38.3	30.0	22.9	13.5	7.7	2.2	3.0	1.7	57.2
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**±**	**%**	**7.5**	**6.9**	**6.8**	**6.0**	**7.1**	**10.4**	**12.7**	**12.6**	**3.7**
						SEIFA IRSD quintile 5					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (b)	±	'000	23.2	19.4	17.1	9.3	5.9	1.4	4.3	1.0	37.1
Total 18–24 year old population	±	'000	27.1	24.1	20.3	11.3	6.5	1.9	4.3	1.0	47.2

Table NEA.10.4 **95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2011, by SES based on ABS SEIFA (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**±**	**%**	**5.0**	**4.8**	**7.3**	**3.8**	**8.1**	**14.3**	**6.0**	**25.3**	**2.3**

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Persons who are: participating in full-time employment; participating in full-time education or training at or above Certificate III; or participating in a mixture of part time/full time employment and part time/full time education or training at or above Certificate III.

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

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.10.5 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						Estimates				
18–24 year old population engaged in full-time employment, education or training at or above Cert. III (a)										
Participation in full-time education at or above Cert. III and part-time or no employment	'000	222.3	198.9	97.2	53.1	46.2	8.3	14.1	2.2	642.2
Participation in full-time employment and not in full-time education at or above Cert. III	'000	262.8	220.3	213.6	115.2	60.3	18.7	18.2	10.7	919.8
Participation in a combination of education at or above Cert III and employment (either full-time education and full-time employment or part-time education and part-time employment)	'000	22.0	17.1	13.2	7.2	4.1	1.2	1.5	0.9	67.1
Total	'000	507.0	436.3	324.0	175.5	110.6	28.1	33.8	13.8	1 629.1
Total 18–24 year old population	'000	715.3	576.4	448.8	235.1	160.7	44.8	39.8	19.3	2 240.2
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**70.9**	**75.7**	**72.2**	**74.6**	**68.8**	**62.8**	**84.9**	**71.3**	**72.7**
						Relative Standard Errors				
18–24 year old population engaged in full-time employment, education or training at or above Cert. III (a)										

Table NEA.10.5 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Participation in full-time education at or above Cert. III and part-time or no employment	Est.%	6.3	4.5	9.7	10.8	6.6	14.9	9.9	35.4	3.2
Participation in full-time employment and not in full-time education at or above Cert. III	Est.%	3.8	3.0	4.8	5.2	6.3	8.1	6.1	14.0	1.7

Table NEA.10.5 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Participation in a combination of education at or above Cert III and employment (either full-time education and full-time employment or part-time education and part-time employment)	Est.%	16.9	18.0	18.4	26.1	25.3	40.4	29.2	50.2	9.3
Total	Est.%	2.7	1.5	3.2	2.7	3.1	5.3	2.6	12.8	1.1
Total 18–24 year old population	Est.%	0.7	0.5	1.0	0.7	0.6	1.1	1.0	12.1	0.3
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**Prop.%**	**2.5**	**1.6**	**2.7**	**2.6**	**3.0**	**5.2**	**2.3**	**4.0**	**1.0**
					95 per cent Confidence Intervals					
18–24 year old population engaged in full-time employment, education or training at or above Cert. III (a)										
Participation in full-time education at or above Cert. III and part-time or no employment	'000	27.3	17.4	18.4	11.2	6.0	2.4	2.7	1.5	40.1
Participation in full-time employment and not in full-time education at or above Cert. III	'000	19.8	13.2	20.3	11.8	7.4	3.0	2.2	2.9	31.0
Participation in a combination of education at or above Cert III and employment (either full-time education and full-time employment or part-time education and part-time employment)	'000	7.3	6.0	4.8	3.7	2.0	0.9	0.9	0.9	12.3
Total	'000	26.4	13.1	20.0	9.3	6.8	2.9	1.7	3.5	35.5

Table NEA.10.5 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total 18–24 year old population	'000	9.7	5.3	8.6	3.2	1.8	1.0	0.8	4.6	12.8
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**3.5**	**2.4**	**3.8**	**3.8**	**4.0**	**6.4**	**3.8**	**5.6**	**1.5**

(a) Persons who are: participating in full-time employment; participating in full-time education or training at or above Certificate III; or participating in a mixture of part time/full time employment and part time/full time education or training at or above Certificate III.

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

Table NEA.10.6 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	'000	75.2	61.6	34.0	26.7	21.4	9.8	1.3	3.9	234.1
Total 18–24 year old population	'000	136.5	103.0	56.0	36.6	36.6	16.7	1.7	5.9	393.0
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**55.1**	**59.8**	**60.6**	**73.1**	**58.6**	**58.8**	**80.4**	**66.9**	**59.6**
					SEIFA IRSD quintile 2					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	'000	98.4	69.5	61.2	34.5	22.6	4.6	0.9	4.1	295.9
Total 18–24 year old population	'000	137.5	97.3	91.9	49.1	33.8	6.6	1.2	5.0	422.6
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**71.6**	**71.4**	**66.6**	**70.2**	**66.9**	**70.3**	**69.7**	**80.8**	**70.0**
					SEIFA IRSD quintile 3					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										

Table NEA.10.6 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Fully engaged in education, training and/or employment (b)	'000	95.9	93.9	69.0	26.6	21.8	6.0	4.9	3.5	321.5
Total 18–24 year old population	'000	131.3	118.2	93.3	35.3	31.6	9.5	6.6	5.4	431.3
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**73.0**	**79.4**	**73.9**	**75.3**	**68.8**	**63.3**	**74.2**	**65.3**	**74.6**
					SEIFA IRSD quintile 4					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	'000	108.0	90.8	81.6	42.4	24.5	6.0	7.5	1.3	362.0
Total 18–24 year old population	'000	142.8	113.0	107.6	56.3	31.1	9.5	8.7	1.5	470.6
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**75.6**	**80.3**	**75.8**	**75.2**	**78.7**	**62.5**	**86.0**	**85.7**	**76.9**
					SEIFA IRSD quintile 5					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	'000	121.6	120.5	77.7	44.7	20.1	1.7	16.9	1.0	404.1
Total 18–24 year old population	'000	157.3	144.8	99.1	57.1	27.5	2.5	19.2	1.5	509.0

Table NEA.10.6 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**%**	**77.3**	**83.2**	**78.4**	**78.2**	**73.1**	**69.3**	**88.3**	**64.3**	**79.4**

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Persons who are: participating in full-time employment; participating in full-time education or training at or above Certificate III; or participating in a mixture of part time/full time employment and part time/full time education or training at or above Certificate III.

Source : ABS (unpublished) Survey of Education and Work, 2010.

Table NEA.10.7 **RSEs for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
					SEIFA IRSD quintile 1					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	Est. %	11.9	12.0	16.1	18.6	16.0	14.6	58.7	28.6	6.7
Total 18–24 year old population	Est. %	9.2	10.3	16.0	15.9	12.0	10.6	53.2	29.2	5.8
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**Prop.%**	**5.2**	**7.1**	**9.2**	**6.4**	**9.4**	**9.3**	**16.5**	**9.9**	**2.6**
					SEIFA IRSD quintile 2					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	Est. %	13.3	15.3	13.9	12.2	13.0	26.9	60.0	25.8	5.8
Total 18–24 year old population	Est. %	11.6	12.7	11.5	12.1	10.9	23.1	44.5	25.1	5.2
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**Prop.%**	**6.0**	**5.1**	**5.4**	**5.9**	**5.2**	**10.5**	**40.9**	**7.0**	**2.6**
					SEIFA IRSD quintile 3					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										

Table NEA.10.7 **RSEs for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Fully engaged in education, training and/or employment (b)	Est. %	10.5	12.8	12.7	19.4	15.4	21.4	24.5	22.0	6.5
Total 18–24 year old population	Est. %	10.3	12.4	10.4	19.4	13.6	16.5	26.1	21.8	6.3
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**Prop.%**	**4.4**	**3.3**	**5.8**	**6.3**	**5.9**	**10.3**	**7.8**	**7.8**	**2.0**
					SEIFA IRSD quintile 4					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	Est. %	10.9	14.0	10.1	13.2	15.2	18.3	21.3	44.0	5.5
Total 18–24 year old population	Est. %	9.7	11.8	9.7	12.4	14.9	16.0	20.3	38.9	5.0
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**Prop.%**	**4.1**	**3.7**	**4.7**	**3.8**	**4.1**	**7.1**	**4.9**	**13.0**	**2.0**
					SEIFA IRSD quintile 5					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III										
Fully engaged in education, training and/or employment (b)	Est. %	9.2	9.4	12.1	12.4	17.2	43.0	9.1	46.1	4.7
Total 18–24 year old population	Est. %	9.2	8.8	11.7	11.1	15.4	42.1	9.3	39.1	4.4

Table NEA.10.7 **RSEs for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**Prop.%**	**2.9**	**2.5**	**4.4**	**4.6**	**7.6**	**26.1**	**2.1**	**20.9**	**1.6**

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Persons who are: participating in full-time employment; participating in full-time education or training at or above Certificate III; or participating in a mixture of part time/full time employment and part time/full time education or training at or above Certificate III.

Source : ABS (unpublished) Survey of Education and Work, 2010.

Table NEA.10.8 **95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						SEIFA IRSD quintile 1					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (b)	±	'000	17.5	14.5	10.7	9.8	6.7	2.8	1.5	2.2	30.7
Total 18–24 year old population	±	'000	24.5	20.9	17.5	11.4	8.6	3.5	1.7	3.4	44.9
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**±**	**%**	**5.6**	**8.3**	**11.0**	**9.1**	**10.8**	**10.7**	**26.0**	**13.0**	**3.0**
						SEIFA IRSD quintile 2					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (b)	±	'000	25.6	20.9	16.7	8.2	5.8	2.4	1.0	2.1	33.8
Total 18–24 year old population	±	'000	31.3	24.2	20.8	11.7	7.2	3.0	1.1	2.5	43.1
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**±**	**%**	**8.4**	**7.2**	**7.0**	**8.2**	**6.9**	**14.5**	**55.8**	**11.2**	**3.6**
						SEIFA IRSD quintile 3					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											

Table NEA.10.8 **95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Fully engaged in education, training and/or employment (b)	±	'000	19.8	23.6	17.1	10.1	6.6	2.5	2.3	1.5	41.0
Total 18–24 year old population	±	'000	26.4	28.8	19.0	13.4	8.4	3.1	3.4	2.3	52.9
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**±**	**%**	**6.3**	**5.1**	**8.4**	**9.3**	**8.0**	**12.7**	**11.4**	**9.9**	**3.0**

Table NEA.10.8 **95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA (a)**

		Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						SEIFA IRSD quintile 4					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (b)	±	'000	23.1	25.0	16.1	10.9	7.3	2.1	3.1	1.1	39.1
Total 18–24 year old population	±	'000	27.2	26.2	20.5	13.7	9.0	3.0	3.5	1.1	46.0
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**±**	**%**	**6.1**	**5.8**	**7.1**	**5.7**	**6.4**	**8.7**	**8.2**	**21.8**	**3.0**
						SEIFA IRSD quintile 5					
18–24 year old population engaged in full-time employment, education or training at or above Certificate III											
Fully engaged in education, training and/or employment (b)	±	'000	22.0	22.2	18.5	10.8	6.8	1.4	3.0	0.9	37.0
Total 18–24 year old population	±	'000	28.2	25.1	22.7	12.4	8.3	2.0	3.5	1.2	43.9
Proportion of 18–24 year old population engaged in full-time employment, education or training at or above Certificate III	**±**	**%**	**4.4**	**4.1**	**6.7**	**7.1**	**10.9**	**35.5**	**3.6**	**26.4**	**2.5**

(a) SES is derived using the ABS 2006 SEIFA IRSD (CD based) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(b) Persons who are: participating in full-time employment; participating in full-time education or training at or above Certificate III; or participating in a mixture of part time/full time employment and part time/full time education or training at or above Certificate III.

Table NEA.10.8 **95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2010, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*

Source : ABS (unpublished) Survey of Education and Work, 2010.

Table NEA.10.9 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2008, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust* (c)
					SEIFA IRSD quintile 1					
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	91.6	49.0	45.3	28.0	21.7	7.8	np	np	245.0
Total 18–24 year old population (e)	'000	145.0	72.5	66.6	37.0	35.6	14.4	np	np	373.4
Proportion of 18–24 year old population engaged in FT employment, education or training	**%**	**63.2**	**67.6**	**68.1**	**75.7**	**61.0**	**54.2**	**np**	**np**	**65.6**
					SEIFA IRSD quintile 2					
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	93.4	78.5	60.9	25.3	23.6	4.7	np	np	289.7
Total 18–24 year old population (e)	'000	128.4	101.3	88.3	33.2	33.7	8.3	np	np	397.8
Proportion of 18–24 year old population engaged in FT employment, education or training	**%**	**72.8**	**77.5**	**68.9**	**76.2**	**70.0**	**56.9**	**np**	**np**	**72.8**
					SEIFA IRSD quintile 3					
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	87.9	88.7	55.1	37.1	21.6	6.5	4.6	2.7	304.4
Total 18–24 year old population (e)	'000	113.3	108.5	73.5	45.6	27.9	8.6	5.5	3.8	386.6

Table NEA.10.9 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2008, by SES based on ABS SEIFA (a)**

Proportion of 18–24 year old population engaged in FT employment, education or training	**%**	**77.7**	**81.8**	**75.0**	**81.3**	**77.7**	**75.7**	**83.5**	**71.1**	**78.7**
					SEIFA IRSD quintile 4					
18–24 year old population engaged in FT										
Fully engaged in education, training and/or employment (d)	'000	94.3	81.1	71.6	32.7	20.1	8.5	10.0	1.2	319.5
Total 18–24 year old population (e)	'000	123.1	103.9	93.4	40.2	27.4	10.2	11.0	1.6	410.7
Proportion of 18–24 year old population engaged in FT employment, education or training	**%**	**76.6**	**78.0**	**76.7**	**81.5**	**73.4**	**82.9**	**91.0**	**74.7**	**77.8**
					SEIFA IRSD quintile 5					
18–24 year old population engaged in FT										
Fully engaged in education, training and/or employment (d)	'000	116.0	101.2	73.9	40.0	18.0	2.5	14.0	1.9	367.6
Total 18–24 year old population (e)	'000	136.9	121.1	85.6	49.8	22.4	3.4	16.6	2.3	438.0
Proportion of 18–24 year old population engaged in FT employment, education or training	**%**	**84.7**	**83.6**	**86.4**	**80.3**	**80.7**	**73.1**	**84.3**	**82.9**	**83.9**

(a) SEIFA IRSD based on 2006 Census.

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

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2008 for persons who left school at any previous point in time).

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

Table NEA.10.9 **Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2008, by SES based on ABS SEIFA (a)**

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

Table NEA.10.10 **RSE for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2008, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust* (c)
					SEIFA IRSD quintile 1					
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	11.4	14.1	15.4	17.3	15.1	16.1	np	np	7.2
Total 18–24 year old population (e)	'000	8.1	11.1	14.6	15.9	11.5	12.0	np	np	4.9
Proportion of 18–24 year old population engaged in FT employment, education or training	**%**	**6.0**	**6.3**	**8.5**	**6.0**	**8.4**	**11.2**	**np**	**np**	**3.4**
					SEIFA IRSD quintile 2					
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	10.2	10.1	14.3	14.3	11.1	24.8	np	np	5.5
Total 18–24 year old population (e)	'000	9.8	8.3	12.6	12.5	10.0	15.9	np	np	5.1
Proportion of 18–24 year old population engaged in FT employment, education or training	**%**	**4.1**	**3.9**	**5.3**	**6.2**	**6.9**	**16.7**	**np**	**np**	**1.9**
					SEIFA IRSD quintile 3					
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	'000	8.7	11.2	12.1	12.0	16.0	29.8	24.0	28.2	4.6
Total 18–24 year old population (e)	'000	7.9	10.4	12.1	11.2	16.1	26.3	23.2	27.3	4.6

Table NEA.10.10 RSE for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2008, by SES based on ABS SEIFA (a)

Proportion of 18–24 year old population engaged in FT employment, education or training	**%**	**3.1**	**3.5**	**4.3**	**5.4**	**5.3**	**7.9**	**8.0**	**15.4**	**1.9**
					SEIFA IRSD quintile 4					
18–24 year old population engaged in FT										
Fully engaged in education, training and/or employment (d)	'000	10.1	12.6	9.6	16.6	19.0	17.9	17.6	37.4	5.8
Total 18–24 year old population (e)	'000	9.6	11.8	8.7	16.3	17.6	16.2	17.8	33.8	5.4
Proportion of 18–24 year old population engaged in FT employment, education or training	**%**	**2.7**	**3.5**	**4.4**	**4.2**	**5.2**	**5.7**	**3.4**	**14.9**	**1.3**
					SEIFA IRSD quintile 5					
18–24 year old population engaged in FT										
Fully engaged in education, training and/or employment (d)	'000	8.1	8.0	15.0	9.8	14.5	38.6	12.0	32.5	5.2
Total 18–24 year old population (e)	'000	7.9	7.6	14.3	9.4	15.1	37.8	11.2	30.9	4.6
Proportion of 18–24 year old population engaged in FT employment, education or training	**%**	**3.4**	**3.0**	**2.8**	**4.9**	**5.6**	**17.1**	**5.0**	**9.7**	**1.8**

(a) SEIFA IRSD based on 2006 Census.

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

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2008 for persons who left school at any previous point in time).

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

Table NEA.10.10 **RSE for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2008, by SES based on ABS SEIFA (a)**

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

Table NEA.10.11 **95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2008, by SES based on ABS SEIFA (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT* (b)	*Aust* (c)
					SEIFA IRSD quintile 1					
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	± no.	20.4	13.6	13.7	9.5	6.4	2.5	np	np	34.5
Total 18–24 year old population (e)	± no.	23.0	15.7	19.1	11.6	8.0	3.4	np	np	36.2
Proportion of 18–24 year old population engaged in FT employment, education or training	**± %**	**7.4**	**8.4**	**11.4**	**8.8**	**10.0**	**11.9**	**np**	**np**	**4.4**
					SEIFA IRSD quintile 2					
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	± no.	18.6	15.5	17.1	7.1	5.1	2.3	np	np	31.2
Total 18–24 year old population (e)	± no.	24.7	16.6	21.9	8.1	6.6	2.6	np	np	39.7
Proportion of 18–24 year old population engaged in FT employment, education or training	**± %**	**5.8**	**5.9**	**7.2**	**9.3**	**9.5**	**18.7**	**np**	**np**	**2.7**
					SEIFA IRSD quintile 3					
18–24 year old population engaged in FT employment, education or training										
Fully engaged in education, training and/or employment (d)	± no.	15.1	19.6	13.1	8.7	6.8	3.8	2.2	1.5	27.4
Total 18–24 year old population (e)	± no.	17.5	22.1	17.4	10.0	8.8	4.5	2.5	2.0	34.8

Table NEA.10.11 **95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2008, by SES based on ABS SEIFA (a)**

Proportion of 18–24 year old population engaged in FT employment, education or training	**± %**	**4.7**	**5.7**	**6.3**	**8.5**	**8.1**	**11.7**	**13.2**	**21.4**	**3.0**
					SEIFA IRSD quintile 4					
18–24 year old population engaged in FT										
Fully engaged in education, training and/or employment (d)	± no.	18.6	20.0	13.5	10.6	7.5	3.0	3.5	0.9	36.0
Total 18–24 year old population (e)	± no.	23.1	24.0	15.9	12.9	9.4	3.2	3.8	1.0	43.6
Proportion of 18–24 year old population engaged in FT employment, education or training	**± %**	**4.0**	**5.3**	**6.6**	**6.8**	**7.4**	**9.2**	**6.1**	**21.9**	**1.9**
					SEIFA IRSD quintile 5					
18–24 year old population engaged in FT										
Fully engaged in education, training and/or employment (d)	± no.	18.4	15.8	21.7	7.7	5.1	1.9	3.3	1.2	37.2
Total 18–24 year old population (e)	± no.	21.2	18.0	24.1	9.1	6.6	2.5	3.6	1.4	39.1
Proportion of 18–24 year old population engaged in FT employment, education or training	**± %**	**5.7**	**4.9**	**4.8**	**7.7**	**8.9**	**24.6**	**8.3**	**15.7**	**3.0**

(a) SEIFA IRSD based on 2006 Census.

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

(c) Australia includes 'Other Territories'.

(d) Includes persons who left school and are participating in non-school education and/or training on a full time basis (participation in 2008 for persons who left school at any previous point in time).

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

Table NEA.10.11 **95 per cent confidence intervals for persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level, 2008, by SES based on ABS SEIFA (a)**

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

NEA report Indicator 11(a):

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

See NEA Indicator 5, tables NEA.5.26–37

NEA report Indicator 11(b):

Rates of participation in NAPLAN reading, writing and numeracy tests — years 3, 5, 7, 9

Table NIRA.11(b).1 **Year 3 student participation in assessment, 2011 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
1. Average age (b) *2. Years of schooling* (b)	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
NSW	97.3	97.2	97.0	93.9	93.3	93.4	97.4	97.4	97.2
8 yrs 7 mths									
3 yrs 4 mths									
Victoria	94.6	94.5	94.4	88.1	88.6	87.0	95.0	95.0	94.9
8 yrs 9mths									
3 yrs 4 mths									
Queensland	96.0	95.7	95.6	93.2	92.4	91.5	96.3	96.0	95.9
8 yrs 3mths									
3 yrs 4 mths									
WA	95.4	95.5	95.3	85.0	85.4	84.2	96.2	96.3	96.1
8 yrs 5mths									
3yrs 4mths									
SA	93.5	93.4	93.1	80.8	79.8	81.1	94.3	94.3	93.9
8yrs 7mths									
3yrs 4mths									
Tasmania	96.5	96.5	96.0	95.2	94.9	94.3	97.5	97.4	97.0
8yrs 11mths									
3yrs 4mths									
ACT	93.2	93.3	93.0	87.4	86.4	86.4	93.5	93.6	93.3
8yrs 8mths									
3yrs 4mths									
NT	88.1	88.8	87.2	80.5	82.1	78.8	95.8	96.1	95.6

Table NIRA.11(b).1 **Year 3 student participation in assessment, 2011 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
1. Average age (b) *2. Years of schooling* (b)	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
8yrs 6mths									
3yrs 4mths									
Aust	95.7	95.6	95.4	90.1	89.8	89.0	96.2	96.1	95.9

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

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NIRA.11(b).2 **Year 5 student participation in assessment, 2011 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
1. Average age (b) *2. Years of schooling* (b)	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
NSW	97.7	97.6	97.3	94.4	94.1	93.9	97.9	97.8	97.5
10yrs 7mths *5yrs 4mths*									
Victoria	95.2	95.2	95.0	90.3	89.5	89.3	95.6	95.6	95.3
10yrs 9mths *5yrs 4mths*									
Queensland	96.2	96.0	95.8	93.2	93.1	91.9	96.5	96.3	96.1
10yrs 1mth *4yrs 4mths*									
WA	96.1	96.0	95.6	85.8	85.1	83.6	96.8	96.8	96.5
10yrs 5mths *5yrs 4mths*									
SA	94.9	94.9	94.6	85.0	84.4	84.4	95.5	95.5	95.2
10yrs 7mths *5yrs 4mths*									
Tasmania	96.5	96.5	96.0	96.6	96.2	95.4	97.3	97.3	96.9
10yrs 11mths *5yrs 4mths*									
ACT	95.6	95.6	95.0	93.0	94.0	93.0	95.8	95.7	95.1
10yrs 8mths *5yrs 4mths*									
NT	88.5	89.4	87.6	80.7	82.6	79.7	95.8	96.0	95.1

Table NIRA.11(b).2 **Year 5 student participation in assessment, 2011 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
1. Average age (b) *2. Years of schooling* (b)	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
10yrs 6mths									
5yrs 4mths									
Aust	96.2	96.2	95.9	90.8	90.7	89.7	96.7	96.6	96.3

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 5 students reported by schools which includes those absent and withdrawn.

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

Source : ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011* , ACARA, Sydney.

Table NIRA.11(b).3 **Year 7 student participation in assessment, 2011 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
1. Average age (b) *2. Years of schooling* (b)	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
NSW	97.1	97.3	96.6	91.2	91.0	89.6	97.4	97.6	97.0
12yrs 7mths									
7yrs 4mths									
Victoria	95.0	95.3	94.9	87.5	87.1	85.3	95.3	95.6	95.2
12yrs 9mths									
7yrs 4mths									
Queensland	96.5	96.3	96.1	92.7	92.6	91.9	96.8	96.6	96.4
12yrs 1mth									
6yrs 4mths									
WA	95.9	95.8	95.6	83.5	83.4	82.5	96.7	96.7	96.5
12yrs 4mths									
7yrs 4mths									
SA	95.4	95.6	94.8	88.5	89.4	86.6	95.9	96.1	95.4
12yrs 7mths									
7yrs 4mths									
Tasmania	94.9	95.0	94.3	89.1	90.6	89.3	96.5	96.3	95.8
12yrs 10mths									
7yrs 4mths									
ACT	95.4	95.5	95.0	85.1	86.8	86.0	95.7	95.7	95.3
12yrs 8mths									
7yrs 4mths									

Table NIRA.11(b).3 **Year 7 student participation in assessment, 2011 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
1. Average age (b) *2. Years of schooling* (b)	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
NT	87.4	88.9	87.0	76.1	78.6	75.2	96.6	97.0	96.1
12yrs 5mths									
7yrs 4mths									
Aust	96.0	96.2	95.6	88.8	89.0	87.6	96.5	96.6	96.2

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 7 students reported by schools which includes those absent and withdrawn.

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NIRA.11(b).4 **Year 9 student participation in assessment, 2011 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
1. Average age (b) *2. Years of schooling* (b)	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
NSW	94.8	95.1	94.1	81.4	81.0	79.6	95.5	95.8	94.9
14yrs 7mths *9yrs 4mths*									
Victoria	91.2	91.9	91.1	70.7	72.9	69.4	91.8	92.4	91.7
14yrs 9mths *9yrs 4mths*									
Queensland	92.9	93.1	92.3	84.2	83.8	83.0	93.6	93.8	93.0
14yrs 1mth *8yrs 4mths*									
WA	93.8	94.1	93.5	69.6	70.2	69.5	95.3	95.6	95.0
14yrs 0mth *8yrs 4mths*									
SA	90.8	91.6	90.5	70.7	73.8	73.3	91.7	92.5	91.3
14yrs 6mths *9yrs 4mths*									
Tasmania	90.6	91.1	89.6	81.5	82.6	80.6	92.3	92.8	91.3
14 yrs 10mths *9yrs 4mths*									
ACT	91.9	91.8	91.7	69.5	74.3	73.3	92.5	92.3	92.2
14yrs 8mths *9yrs 4mths*									

Table NIRA.11(b).4 **Year 9 student participation in assessment, 2011 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
1. Average age (b) *2. Years of schooling* (b)	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
NT	85.5	86.5	84.9	69.5	72.2	68.4	95.3	95.7	95.1
14yrs 6mths									
9yrs 4mths									
Aust	92.9	93.3	92.4	79.0	79.4	78.0	93.7	94.1	93.2

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 9 students reported by schools which includes those absent and withdrawn.

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

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NIRA.11(b).5 **Proportion of student exemptions, by Indigenous status, by State and Territory, 2011 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3 reading									
Indigenous students	2.6	5.0	2.0	1.2	5.2	1.8	2.9	1.6	2.4
Non-Indigenous students	1.5	2.5	1.7	1.4	2.2	1.6	2.2	2.7	1.9
Total	**1.6**	**2.8**	**1.7**	**1.4**	**2.4**	**1.6**	**2.2**	**2.2**	**2.0**
Year 3 writing									
Indigenous students	2.6	5.0	2.0	1.3	5.2	1.8	2.9	1.7	2.4
Non-Indigenous students	1.5	2.5	1.7	1.4	2.2	1.6	2.1	2.7	1.9
Total	**1.6**	**2.8**	**1.7**	**1.4**	**2.4**	**1.6**	**2.1**	**2.2**	**2.0**
Year 3 numeracy									
Indigenous students	2.5	5.0	1.9	1.3	5.0	1.8	2.9	1.7	2.3
Non-Indigenous students	1.5	2.4	1.6	1.3	2.1	1.5	2.1	2.6	1.8
Total	**1.6**	**2.8**	**1.6**	**1.3**	**2.3**	**1.6**	**2.1**	**2.2**	**1.9**
Year 5 reading									
Indigenous students	2.5	6.5	2.2	1.4	3.1	3.6	5.0	2.1	2.5
Non-Indigenous students	1.4	2.4	1.6	1.3	1.8	1.1	2.8	2.2	1.7
Total	**1.5**	**2.6**	**1.6**	**1.3**	**2.0**	**1.3**	**2.9**	**2.1**	**1.8**
Year 5 writing									
Indigenous students	2.6	6.3	2.3	1.4	2.9	3.6	5.0	2.1	2.6
Non-Indigenous students	1.4	2.4	1.6	1.3	1.9	1.1	2.8	2.2	1.8
Total	**1.5**	**2.7**	**1.7**	**1.3**	**2.0**	**1.3**	**2.9**	**2.1**	**1.8**
Year 5 numeracy									
Indigenous students	2.5	6.3	2.1	1.4	2.9	3.6	5.0	2.0	2.5
Non-Indigenous students	1.4	2.4	1.5	1.2	1.8	1.1	2.8	2.0	1.7
Total	**1.4**	**2.6**	**1.6**	**1.3**	**1.9**	**1.3**	**2.9**	**2.0**	**1.8**

Table NIRA.11(b).5 **Proportion of student exemptions, by Indigenous status, by State and Territory, 2011 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 7 reading									
Indigenous students	2.0	3.3	2.1	1.9	3.9	1.9	3.5	1.9	2.2
Non-Indigenous students	1.2	1.8	1.6	1.1	1.8	1.6	1.3	2.8	1.5
Total	**1.2**	**1.9**	**1.6**	**1.2**	**1.9**	**1.6**	**1.4**	**2.3**	**1.6**
Year 7 writing									
Indigenous students	2.0	3.3	2.1	1.8	3.9	1.9	3.5	1.9	2.2
Non-Indigenous students	1.2	1.8	1.6	1.2	1.8	1.6	1.3	2.8	1.5
Total	**1.2**	**1.9**	**1.7**	**1.2**	**1.9**	**1.6**	**1.4**	**2.3**	**1.6**
Year 7 numeracy									
Indigenous students	1.9	3.3	2.1	1.8	3.7	1.9	3.5	1.9	2.2
Non-Indigenous students	1.2	1.7	1.5	1.1	1.8	1.5	1.3	2.7	1.5
Total	**1.2**	**1.9**	**1.6**	**1.2**	**1.9**	**1.6**	**1.4**	**2.3**	**1.5**
Year 9 reading									
Indigenous students	2.0	3.1	2.2	1.5	2.3	1.7	2.9	1.6	2.1
Non-Indigenous students	1.1	1.9	1.3	1.6	1.7	1.3	1.3	2.7	1.5
Total	**1.2**	**2.0**	**1.4**	**1.6**	**1.8**	**1.3**	**1.4**	**2.2**	**1.5**
Year 9 writing									
Indigenous students	2.0	3.2	2.2	1.5	2.3	1.7	1.9	1.6	2.1
Non-Indigenous students	1.1	1.9	1.3	1.6	1.7	1.3	1.3	2.8	1.5
Total	**1.2**	**2.0**	**1.4**	**1.6**	**1.8**	**1.3**	**1.4**	**2.2**	**1.5**
Year 9 numeracy									
Indigenous students	2.0	3.1	2.1	1.5	2.3	1.7	1.9	1.6	2.1
Non-Indigenous students	1.2	1.9	1.3	1.6	1.7	1.2	1.3	2.8	1.5
Total	**1.2**	**2.0**	**1.4**	**1.6**	**1.8**	**1.2**	**1.3**	**2.2**	**1.5**

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NIRA.11(b).6 **Proportion of student absences, by Indigenous status, by State and Territory, 2011 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3 reading									
Indigenous students	4.4	9.1	5.3	14.3	13.9	4.1	2.9	18.8	8.3
Non-Indigenous students	1.7	3.0	2.1	2.7	2.6	2.1	2.2	3.0	2.3
Total	**1.8**	**3.3**	**2.3**	**3.5**	**3.3**	**2.3**	**2.3**	**10.4**	**2.7**
Year 3 writing									
Indigenous students	4.9	8.6	6.0	13.9	14.8	4.4	3.9	17.3	8.5
Non-Indigenous students	1.8	3.1	2.4	2.7	2.7	2.1	2.2	2.8	2.4
Total	**1.9**	**3.3**	**2.7**	**3.4**	**3.4**	**2.3**	**2.2**	**9.7**	**2.8**
Year 3 numeracy									
Indigenous students	5.0	10.2	7.0	15.1	14.1	5.1	3.9	20.6	9.4
Non-Indigenous students	2.0	3.3	2.6	2.9	3.2	2.6	2.5	3.3	2.6
Total	**2.1**	**3.6**	**2.9**	**3.7**	**3.8**	**2.8**	**2.5**	**11.3**	**3.1**
Year 5 reading									
Indigenous students	4.5	7.3	5.7	13.4	11.2	2.5	3.0	18.6	8.0
Non-Indigenous students	1.6	3.0	2.1	2.4	2.6	2.2	2.1	3.6	2.2
Total	**1.7**	**3.2**	**2.4**	**3.1**	**3.0**	**2.3**	**2.1**	**10.7**	**2.6**
Year 5 writing									
Indigenous students	4.8	8.3	5.8	14.0	11.5	2.9	2.0	16.7	8.1
Non-Indigenous students	1.6	2.9	2.3	2.4	2.6	2.2	2.1	3.4	2.3
Total	**1.8**	**3.2**	**2.6**	**3.2**	**3.0**	**2.3**	**2.1**	**9.8**	**2.6**
Year 5 numeracy									
Indigenous students	4.9	8.4	7.0	15.6	12.1	3.8	3.0	19.6	9.1
Non-Indigenous students	2.0	3.3	2.5	2.8	2.9	2.6	2.7	4.3	2.6
Total	**2.1**	**3.5**	**2.9**	**3.7**	**3.4**	**2.7**	**2.7**	**11.6**	**3.0**

Table NIRA.11(b).6 **Proportion of student absences, by Indigenous status, by State and Territory, 2011 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 7 reading									
Indigenous students	8.3	11.6	6.0	15.9	8.8	10.3	10.5	23.6	10.3
Non-Indigenous students	2.3	4.0	2.2	2.7	2.6	3.1	2.9	3.0	2.8
Total	**2.6**	**4.3**	**2.5**	**3.6**	**3.0**	**4.1**	**3.2**	**12.0**	**3.3**
Year 7 writing									
Indigenous students	8.6	12.0	6.2	16.0	8.0	8.8	8.8	21.2	10.1
Non-Indigenous students	2.1	3.7	2.3	2.7	2.4	3.3	3.0	2.6	2.7
Total	**2.4**	**4.0**	**2.6**	**3.6**	**2.8**	**4.0**	**3.1**	**10.5**	**3.1**
Year 7 numeracy									
Indigenous students	9.9	13.7	6.9	17.0	10.8	10.0	9.6	24.5	11.5
Non-Indigenous students	2.8	4.1	2.6	2.9	3.1	3.9	3.3	3.5	3.1
Total	**3.1**	**4.4**	**2.9**	**3.9**	**3.6**	**4.8**	**3.5**	**12.4**	**3.6**
Year 9 reading									
Indigenous students	18.1	26.7	13.3	29.7	27.2	17.9	26.7	29.7	19.5
Non-Indigenous students	4.2	7.4	4.5	4.3	7.1	7.2	6.0	4.6	5.4
Total	**4.9**	**7.8**	**5.1**	**5.8**	**7.9**	**8.2**	**6.5**	**13.9**	**6.2**
Year 9 writing									
Indigenous students	18.5	24.6	13.8	29.1	24.1	16.8	21.9	27.0	19.2
Non-Indigenous students	3.9	6.8	4.3	4.1	6.3	6.6	6.1	4.1	5.0
Total	**4.6**	**7.2**	**4.9**	**5.5**	**7.1**	**7.7**	**6.5**	**12.9**	**5.8**
Year 9 numeracy									
Indigenous students	19.9	28.1	14.6	29.8	24.7	18.7	22.9	30.6	20.6
Non-Indigenous students	4.8	7.5	5.1	4.6	7.4	8.2	6.2	4.7	5.9
Total	**5.6**	**7.9**	**5.8**	**6.1**	**8.2**	**9.3**	**6.6**	**14.5**	**6.6**

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

Table NIRA.11(b).7 **Proportion of student withdrawals, by Indigenous status, by State and Territory, 2011 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 3 reading									
Indigenous students	1.7	2.8	1.6	0.7	5.3	0.7	9.7	0.6	1.7
Non-Indigenous students	0.8	1.9	1.6	1.1	3.0	0.5	4.3	1.2	1.5
Total	**0.9**	**2.1**	**1.6**	**1.1**	**3.3**	**1.2**	**4.5**	**1.5**	**1.6**
Year 3 writing									
Indigenous students	1.8	2.8	1.5	0.7	5.3	0.7	9.7	0.6	1.7
Non-Indigenous students	0.9	1.9	1.6	1.1	3.0	0.5	4.3	1.2	1.5
Total	**0.9**	**2.1**	**1.6**	**1.1**	**3.3**	**1.2**	**4.5**	**1.5**	**1.6**
Year 3 numeracy									
Indigenous students	1.7	2.8	1.5	0.6	4.8	0.7	9.7	0.6	1.6
Non-Indigenous students	0.8	1.8	1.5	1.0	2.9	0.4	4.2	1.1	1.4
Total	**0.9**	**2.0**	**1.5**	**1.0**	**3.1**	**1.2**	**4.4**	**1.5**	**1.5**
Year 5 reading									
Indigenous students	1.1	2.4	1.1	0.8	3.8	0.8	4.0	0.7	1.3
Non-Indigenous students	0.5	1.4	1.4	0.8	2.0	0.5	2.2	0.6	1.1
Total	**0.6**	**1.6**	**1.4**	**0.8**	**2.1**	**1.2**	**2.3**	**0.8**	**1.2**
Year 5 writing									
Indigenous students	1.1	2.2	1.1	0.9	4.1	0.8	4.0	0.7	1.3
Non-Indigenous students	0.6	1.5	1.4	0.8	1.9	0.5	2.2	0.6	1.1
Total	**0.6**	**1.6**	**1.4**	**0.8**	**2.1**	**1.2**	**2.3**	**0.8**	**1.2**
Year 5 numeracy									
Indigenous students	1.1	2.2	1.1	0.8	3.5	0.8	4.0	0.7	1.2
Non-Indigenous students	0.5	1.4	1.4	0.7	1.9	0.5	2.2	0.6	1.0
Total	**0.5**	**1.5**	**1.3**	**0.7**	**2.0**	**1.2**	**2.2**	**0.8**	**1.1**

Table NIRA.11(b).7 **Proportion of student withdrawals, by Indigenous status, by State and Territory, 2011 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Year 7 reading									
Indigenous students	0.4	0.9	1.3	0.6	2.7	0.6	4.4	0.2	0.9
Non-Indigenous students	0.3	0.7	1.1	0.6	1.5	0.3	1.4	0.4	0.7
Total	**0.3**	**0.7**	**1.1**	**0.6**	**1.6**	**1.0**	**1.5**	**0.6**	**0.7**
Year 7 writing									
Indigenous students	0.4	0.9	1.3	0.6	2.5	0.6	4.4	0.2	0.9
Non-Indigenous students	0.3	0.7	1.1	0.6	1.4	0.3	1.3	0.4	0.7
Total	**0.3**	**0.7**	**1.1**	**0.6**	**1.5**	**1.0**	**1.4**	**0.6**	**0.7**
Year 7 numeracy									
Indigenous students	0.5	1.0	1.3	0.5	2.5	0.6	4.4	0.2	0.9
Non-Indigenous students	0.3	0.7	1.0	0.5	1.5	0.3	1.4	0.4	0.7
Total	**0.3**	**0.7**	**1.0**	**0.5**	**1.6**	**0.9**	**1.5**	**0.6**	**0.7**
Year 9 reading									
Indigenous students	0.5	2.6	2.5	0.7	2.1	0.6	3.8	0.8	1.5
Non-Indigenous students	0.3	0.9	1.9	0.4	1.2	0.5	1.5	0.1	0.9
Total	**0.3**	**0.9**	**2.0**	**0.4**	**1.3**	**1.2**	**1.6**	**0.6**	**1.0**
Year 9 writing									
Indigenous students	0.5	2.4	2.4	0.7	2.1	0.6	3.8	0.8	1.4
Non-Indigenous students	0.3	0.8	1.9	0.4	1.2	0.5	1.5	0.1	0.9
Total	**0.3**	**0.9**	**1.9**	**0.4**	**1.3**	**1.2**	**1.6**	**0.6**	**0.9**
Year 9 numeracy									
Indigenous students	0.5	2.4	2.4	0.7	2.0	0.6	3.8	0.9	1.5
Non-Indigenous students	0.3	0.9	1.9	0.4	1.3	0.5	1.6	0.1	0.9
Total	**0.3**	**1.0**	**1.9**	**0.4**	**1.3**	**1.2**	**1.7**	**0.6**	**1.0**

Source: ACARA (2011) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2011*, ACARA, Sydney.

NEA report Indicator 12:

Attendance rates, Year 1 to Year 10

See NEA attachment tables for NEA indicator 2

NEA report Indicator 13:

Attainment of year 12 or equivalent

No new data are available for this report

NEA Context Tables

NEA.C.1 Summary of school characteristics, 2011

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools										
Primary	no.	1 631	1 140	921	513	395	128	53	66	4 847
Secondary	no.	370	244	179	99	68	31	18	14	1 023
Combined (a)	no.	66	76	91	91	76	26	9	69	504
Special schools (b)	no.	110	76	46	67	18	5	4	5	331
Total	**no.**	**2 177**	**1 536**	**1 237**	**770**	**557**	**190**	**84**	**154**	**6 705**
Non-government schools										
Primary	no.	493	423	231	150	104	28	25	11	1 465
Secondary	no.	153	100	72	10	19	5	6	9	374
Combined (a)	no.	235	155	152	130	69	32	13	16	802
Special schools (b)	no.	39	20	16	11	3	–	–	–	89
Total	**no.**	**920**	**698**	**471**	**301**	**195**	**65**	**44**	**36**	**2 730**
All schools										
Primary	no.	2 124	1 563	1 152	663	499	156	78	77	6 312
Secondary	no.	523	344	251	109	87	36	24	23	1 397
Combined (a)	no.	301	231	243	221	145	58	22	85	1 306
Special schools (b)	no.	149	96	62	78	21	5	4	5	420
Total	**no.**	**3 097**	**2 234**	**1 708**	**1 071**	**752**	**255**	**128**	**190**	**9 435**
Proportion of schools that are government schools										
Primary	%	76.8	72.9	79.9	77.4	79.2	82.1	67.9	85.7	76.8
Secondary	%	70.7	70.9	71.3	90.8	78.2	86.1	75.0	60.9	73.2
Combined (a)	%	21.9	32.9	37.4	41.2	52.4	44.8	40.9	81.2	38.6
Special schools (b)	%	73.8	79.2	74.2	85.9	85.7	100.0	100.0	100.0	78.8
All schools	**%**	**70.3**	**68.8**	**72.4**	**71.9**	**74.1**	**74.5**	**65.6**	**81.1**	**71.1**
Proportion of primary schools										
Government	%	74.9	74.2	74.5	66.6	70.9	67.4	63.1	42.9	72.3
Non-government	%	53.6	60.6	49.0	49.8	53.3	43.1	56.8	30.6	53.7
All schools	**%**	**68.6**	**70.0**	**67.4**	**61.9**	**66.4**	**61.2**	**60.9**	**40.5**	**66.9**
Proportion of primary schools enrolling over 300 students (%) (c)										
Government	%	38.3	36.2	43.5	47.8	30.1	25.8	47.2	25.8	38.7
Non-government	%	38.9	30.5	50.2	30.7	34.6	17.9	48.0	9.1	36.7
All schools	**%**	**38.4**	**34.7**	**44.9**	**43.9**	**31.1**	**24.4**	**47.4**	**23.4**	**38.2**
Proportion of secondary schools enrolling over 600 students (%) (c)										
Government	%	69.7	60.2	65.9	44.4	63.2	38.7	55.6	35.7	62.3
Non-government	%	65.4	69.0	48.6	20.0	42.1	80.0	83.3	11.1	59.9
All schools	**%**	**68.5**	**62.8**	**61.0**	**42.2**	**58.6**	**44.4**	**62.5**	**26.1**	**61.6**

(a) Combined primary and secondary schools.

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

(c) Excludes special schools.

– Nil or rounded to zero.

Source: ABS (2011 and unpublished) *Schools Australia 2011,* Cat. no. 4221.0, data cube NSSC T35a.

NEA.C.2 Number of FTE students who were enrolled in government and non-government schools, by level of education, 2011 (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number of FTE students enrolled in government schools ('000)									
Primary schools	435.7	315.9	316.3	162.9	103.9	32.3	19.2	18.6	1 404.8
Secondary schools	309.8	225.3	175.5	74.3	62.0	26.1	15.5	10.6	899.0
All schools	**745.5**	**541.2**	**491.8**	**237.1**	**165.9**	**58.5**	**34.6**	**29.2**	**2 303.8**
Number of FTE students enrolled in non-government schools ('000)									
Primary schools	191.7	152.3	135.2	72.3	53.2	11.5	12.9	5.1	634.3
Secondary schools	192.5	164.1	109.1	55.2	39.8	12.2	13.4	5.1	591.5
All schools	**384.2**	**316.5**	**244.3**	**127.5**	**93.0**	**23.7**	**26.3**	**10.3**	**1 225.7**

(a) Students enrolled in special schools are included, with special school students of primary school age and/or year level included in the primary figures and those of secondary school age and/or Year level included in the secondary figures.

(b) Results of calculations may vary from the table due to rounding differences.

Source: ABS (2011 and unpublished) *Schools Australia, 2011*, Cat. no. 4221.0.

NEA.C.3 Number and proportion of Indigenous students enrolled in school, by school sector, 2011 (a) (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number of Indigenous students enrolled in school ('000)									
Government schools	45.1	9.2	41.4	19.5	8.6	4.7	1.1	13.1	142.7
Non-government schools	7.1	1.4	7.5	3.6	1.1	0.9	0.3	2.9	24.9
All schools	**52.2**	**10.6**	**48.9**	**23.1**	**9.8**	**5.5**	**1.4**	**16.1**	**167.5**
Proportion of Indigenous students enrolled in school (per cent)									
Government schools	6.1	1.7	8.5	8.2	5.3	8.2	3.2	45.1	6.2
Non-government schools	1.9	0.5	3.1	2.9	1.2	3.6	1.1	28.8	2.0
All schools	**4.6**	**1.2**	**6.7**	**6.4**	**3.8**	**6.9**	**2.3**	**40.8**	**4.8**

(a) Proportions are derived by comparing absolute numbers of Indigenous and All full-time students.

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

Source : ABS (2011 and unpublished) *Schools Australia, 2011* , Cat. no. 4221.0.

Data Quality Statements

This attachment includes copies of all DQSs as provided by the data providers. The Steering Committee has not made any amendments to the content of these DQSs.

Table 11 lists each performance target in the NEA and the page reference for the associated DQS.

Table 12 lists each performance indicator in the NEA and the page reference for the associated DQS.

Table 13 lists each education and training related performance indicator in the NIRA and the page reference for the associated DQS.

Table 11 **Data Quality Statements for performance targets in the National Education Agreement[a]**

Performance target	*Page no. in this report*
A. Lift the Year 12 or equivalent rate to 90 per cent by 2020.	331, 332, 352
B. Halve the gap for Indigenous students in reading, writing and numeracy within a decade.	339
C. At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.	..

a The wording of the performance targets presented in this table refer to performance targets in the NEA (COAG 2009d). This does not necessarily reflect the measures used to report against the targets.

.. Not applicable as new data not available for this report.

Table 12 **Data Quality Statements for performance indicators in the National Education Agreement**[a]

Performance indicator	*Page no. in this report*
1. The proportion of children (1) enrolled in and (2) attending school.	333, 339
2. The proportion of Indigenous and low SES children (1) enrolled in and (2) attending school.	336, 339
3. The proportion of Indigenous students completing year 10.	..
4. Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing.	339
5. Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing.	339
6. The proportion of students in the bottom and top levels of performance in international testing (for example, Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS))	..
7. The proportion of the 20 to 24 year old population having attained at least a year 12 or equivalent or AQF Certificate II.	342, 352
8. The proportion of the 20 to 24 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or AQF Certificate II.	344, 352
9. The proportion of young people participating in post-school education or training six months after school.	347, 352
10. The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III.	350, 352

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

.. Not applicable as no new data were provided for the attendance component of this indicator for this report.

Table 13 **Data Quality Statements for related performance indicators in the National Indigenous Reform Agreement**[a]

Performance indicator	*Page no. in this report*
11. Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9	339
12. Attendance rates, Year 1 to Year 10	339
13. Attainment of year 12 or equivalent	..

a The performance indicators are presented in this table using the direct wording from the revised NIRA PIF (endorsed by COAG out of session in July 2012).

.. Not applicable as new data not available for this report.

Data Quality Statement – Performance Target a.2: Lift the year 12 or equivalent attainment rate to 90 per cent by 2020

Indicator	NEA.a.2 – Lift the Year 12 or equivalent attainment rate to 90 per cent by 2020.
Measure	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate III level or above. Numerator: Number of persons aged 20–24 years who state they have completed Year 12 or attained a formal qualification at Certificate III or above (excluding Certificate nfd,). Denominator: Total population of persons aged 20–24 years. Excludes people whose educational attainment is not stated (only applicable to Census data). Note: Data from the Survey of Education and Work are provided as supplementary information to Census data to inform this measure.
Data Source	Numerator and denominator: ABS Census of Population and Housing (Census). Data are available every five years. Numerator and denominator: ABS Survey of Education and Work (SEW). Data are available annually. 2011 SEW data are being used for this cycle of indicators.
Institutional Environment	The Census and SEW are collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument).
Relevance	SEW data are available by state/territory. The SEW does not collect data from people in Indigenous communities in very remote areas (see Coherence). The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (Cat. no. 1272.0) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2011 survey were released in November 2011.
Accuracy	The 2011 SEW response rate was 96 per cent which constituted 39 800 completed interviews. The 2011 response rate was consistent with that in previous years. The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.

	The data are event data that can be used to measure year to year changes provided that the changes are large enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards. Data with a relative standard error of between 25 per cent and 50 per cent should be used with caution while data with a relative standard error greater than 50 per cent is considered too unreliable for general use.
Coherence	Both the numerator and denominator come from the SEW. Measures based on the 2011 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW. Prior to 2009, all people in very remote areas were excluded from the SEW. Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These revisions have a minor impact only in the NT and minimal impact in the other states/territory on the actual value of the NEA performance indicators based on the SEW. The Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1272.02001?OpenDocument) (Cat. no. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared. The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.
Interpretability	Information on how to interpret and use the data appropriately is available on the ABS website, see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202011?OpenDocument) in Education and Work, Australia (Cat. no. 6227.0). ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au.
Accessibility	The data for the SEW are available via the ABS website in the publication Education and Work, Australia (www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument) (Cat. no. 6227.0). This measure is also released as part of a SEW detailed education data cube. Additional data are available at cost upon request through the National Information Referral Service (www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service) (NIRS). A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently for 2011.

Data Quality Statement – Performance Indicator 1 (measure 1a): The proportion of children enrolled in school

Indicator	NEA 1 – The proportion of children (1) enrolled in and (2) attending school.
Measure	(1) Proportion of children aged 6–15 years enrolled in school. Numerator: (1) Number of children aged 6–15 years enrolled in school (full time and part time enrolments). Denominator: (1) Total population of children aged 6–15 years.
Data Source	(1) Numerator: National Schools Statistics Collection (NSSC) data. Denominator: ABS Estimated Resident Population (total population). Data are available annually.
Institutional Environment	Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC). This collection was established through the work of the then Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	Students are classified by state/territory, level and year of education, Indigenous status, full time or part time status, age at 1 July, category of school and sex. Student data are not currently available by socioeconomic status or geography. Data covers all students enrolled at in scope schools. Information on Indigenous status is obtained from school enrolment forms which are generally completed by the primary carer of the child. The NSSC includes people who did not state their Indigenous status in the category Other (previously Non-Indigenous). All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual for aggregate submissions and the NSSC Data Collection Manual for unit record level submissions. Rates are based on school students as a proportion of the estimated resident population.
Timeliness	The NSSC is based on the national school census that is conducted annually on the first Friday in August by each state and territory department of education and the non-government education systems. Information is disseminated through the ABS website from late January through to March the following year.
Accuracy	The NSSC is based on enrolment information from education administrative data systems at the time of the school census, collected in accordance with the standards and definitions applying to the collection. For government data, each school provides and/or validates the information reflecting their enrolments to the relevant state education department. Each state and territory education department processes the data so that data forwarded to the ABS represents, or can be used to

derive, student counts (a count of natural persons within a system of education).

Non-government data are coordinated through the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).

The ABS undertakes further validation of all received data prior to publication.

Due to the different enrolment systems, the ability to manage multiple records of enrolment for a student may vary among jurisdictions, which may result in over-reporting of school students in some jurisdictions.

Some small exceptions exist in the interpretation of the standards applying to the collection, and the ability of systems to collect data to the specifications of the collection, that may affect comparisons of school counts, student counts and student full time equivalent values.

Coherence

Rates are based on school students as a proportion of the estimated resident population. Data items are consistent over time, including with information supplied for 2010 COAG reporting, except where not available.

NSSC school and student information is a subset of the enrolment information provided by the various education authorities. The application of NSSC business rules may result in counts which differ from those in other datasets originating from the same education authorities. For example, NSSC student counts may not reconcile to enrolment counts available in alternate datasets where multiple enrolments were reported for those students enrolled in more than one school.

State and territory governments report on schools, students and staff in their Annual Reports.

State and territory governments provide NSSC data to DEEWR for Commonwealth funding purposes.

State and territory governments provide school, student and staff data to the Australian Curriculum Assessment & Reporting Authority (ACARA) for school level reporting.

NSSC data are reported through the National Report on Schooling in Australia, Aboriginal and Torres Strait Islander Education Action Plan, National Education Agreement, National Partnership on Youth Attainment and Transitions and the Report on Government Services.

DEEWR reports on non-government school, student and staff data collected for the purposes of administering the Schools Assistance Act 2008 (www.deewr.gov.au/Schooling/Programs/Pages/SchoolsAssistanceAct2008.aspx).

Students to teaching staff ratios include staff with class contact but who are not teachers as well as staff who do not have a permanent class of students but are teachers (e.g. specialist teachers such as foreign language teachers). These figures are a financial indicator and are not indicative of class sizes.

The five-yearly Census of Population and Housing (www.abs.gov.au/websitedbs/censushome.nsf/home/data?opendocument#from-banner=LN) includes information on children attending school and the occupation of Australians (including teachers).

The ABS Estimated Resident Population (ERP) series is used in the calculation of some measures of secondary engagement in this publication. It is used as a denominator to calculate students as a proportion of the population. The ERP is an estimate of the population of Australia, based on data from the most recent published ABS Census of Population and Housing, and is updated annually using information on births, deaths and internal migration provided by state and federal

	government departments. See ABS Population by Age and Sex, Australian States and Territories (www.abs.gov.au/ausstats/abs@.nsf/mf/3201.0) (Cat. no. 3201.0) for further details. Estimates may differ from those released in previous editions of this publication due to scheduled revisions of the estimated resident population. These differences are likely to be very small.
Interpretability	Schools Australia (www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (Cat. no. 4221.0) includes explanatory notes and a glossary, both of which are available on the ABS website.
Accessibility	Predominantly national level information is published in Schools Australia (www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (Cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.

Data Quality Statement – Performance Indicator 2 (measure 2a): The proportion of Indigenous and low SES children enrolled in school

Indicator	NEA 2 – The proportion of children (1) enrolled in and (2) attending school.
Measure	(1) Proportion of children aged 6–15 years enrolled in school. Numerator: (1) Number of children aged 6–15 years enrolled in school (full time and part time enrolments). Denominator: (1) Total population of children aged 6–15 years.
Data Source	Numerator: National Schools Statistics Collection (NSSC) data. Denominator: ABS Estimated Resident Population (total population). Data are available annually. ABS Experimental estimates and projections, Aboriginal and Torres Strait Islander Australians 1991–2021 (Indigenous).
Institutional Environment	Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC). This collection was established through the work of the then Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument).
Relevance	Students are classified by state/territory, level and year of education, Indigenous status, full time or part time status, age at 1 July, category of school and sex. Student data are not currently available by socioeconomic status or geography. Data covers all students enrolled at in scope schools. Information on Indigenous status is obtained from school enrolment forms which are generally completed by the primary carer of the child. The NSSC includes people who did not state their Indigenous status in the category Other (previously Non-Indigenous). All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual for aggregate submissions and the NSSC Data Collection Manual for unit record level submissions. Rates are based on school students as a proportion of the estimated resident population.
Timeliness	The NSSC is based on the national school census that is conducted annually on the first Friday in August by each state and territory department of education and the non-government education systems. Information is disseminated through the ABS website from late January through to March the following year.
Accuracy	The NSSC is based on enrolment information from education administrative data systems at the time of the school census, collected in accordance with the standards and definitions applying to the collection. For government data, each school provides and/or validates the information reflecting their enrolments to the relevant state education department. Each state and territory education department processes the

data so that data forwarded to the ABS represents, or can be used to derive, student counts (a count of natural persons within a system of education).

Non-government data are coordinated through the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).

The ABS undertakes further validation of all received data prior to publication.

Due to the different enrolment systems, the ability to manage multiple records of enrolment for a student may vary among jurisdictions, which may result in over-reporting of school students in some jurisdictions.

Some small exceptions exist in the interpretation of the standards applying to the collection, and the ability of systems to collect data to the specifications of the collection, that may affect comparisons of school counts, student counts and student full time equivalent values.

Coherence

Rates are based on school students as a proportion of the estimated resident population. Note that for 2011, school participation rates have not been published by Indigenous status due to concerns with the quality of the data. Specifically, the rates for most states and territories exceed 100 per cent, primarily as a result of modal differences in the data sources. The denominator is sourced from the Estimated Resident Population series, itself drawn from the Population Census, while the numerator is sourced from the NSSC. ABS is working to provide a substitute measure. Data items are consistent over time, including with information supplied for 2010 COAG reporting, except where not available.

NSSC school and student information is a subset of the enrolment information provided by the various education authorities. The application of NSSC business rules may result in counts which differ from those in other datasets originating from the same education authorities. For example, NSSC student counts may not reconcile to enrolment counts available in alternate datasets where multiple enrolments were reported for those students enrolled in more than one school.

State and territory governments report on schools, students and staff in their Annual Reports.

State and territory governments provide NSSC data to DEEWR for Commonwealth funding purposes.

State and territory governments provide school, student and staff data to the Australian Curriculum Assessment & Reporting Authority (ACARA) for school level reporting.

NSSC data are reported through the National Report on Schooling in Australia, Aboriginal and Torres Strait Islander Education Action Plan, National Education Agreement, National Partnership on Youth Attainment and Transitions and the Report on Government Services. DEEWR reports on non-government school, student and staff data collected for the purposes of administering the Schools Assistance Act 2008 (www.deewr.gov.au/Schooling/Programs/Pages/SchoolsAssistanceAct2008.aspx).

Students to teaching staff ratios include staff with class contact but who are not teachers as well as staff who do not have a permanent class of students but are teachers (e.g. specialist teachers such as foreign language teachers). These figures are a financial indicator and are not indicative of class sizes.

The five-yearly Census of Population and Housing (www.abs.gov.au/websitedbs/censushome.nsf/home/data?opendocument#from-banner=LN) includes information on children attending school and the occupation of

	Australians (including teachers). The ABS Estimated Resident Population (ERP) series is used in the calculation of some measures of secondary engagement in this publication. It is used as a denominator to calculate students as a proportion of the population. The ERP is an estimate of the population of Australia, based on data from the most recent published ABS Census of Population and Housing, and is updated annually using information on births, deaths and internal migration provided by state and federal government departments. See ABS Population by Age and Sex, Australian States and Territories (www.abs.gov.au/ausstats/abs@.nsf/mf/3201.0) (Cat. no. 3201.0) for further details. Estimates may differ from those released in previous editions of this publication due to scheduled revisions of the estimated resident population. These differences are likely to be very small.
Interpretability	Schools, Australia (www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (Cat. no. 4221.0) includes explanatory notes and a glossary, both of which are available on the ABS website. Socioeconomic status is not yet available in the NSSC.
Accessibility	Predominantly national level information is published in Schools Australia (www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (Cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.

Data Quality Statement – Performance Target b, Performance Indicators 1, 2, 4, 5, 11 and 12: Literacy and numeracy achievement of Year 3, 5, 7 and 9 (general population, and Indigenous and low SES) students in national testing, and percentage of students at or above the national minimum standard in reading, writing and numeracy for Year 3, 5, 7 and 9

Indicator	NEA.b: Halve the gap for Indigenous students in reading, writing and numeracy within a decade NEA 1: The proportion of children enrolled in and attending school NEA 2: The proportion of Indigenous and low SES children enrolled in and attending school NEA 4: Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing NEA 5: Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing NEA 11: Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9 NEA 12: Attendance rates, Year 1 to Year 10
Measure	For data item, technical definition of data item For rate or proportion, separately identifying: NEA 1 & 2 (also relates to NEA 12) 1. numerator – the number of actual full time equivalent student-days attended by full time students at the indicated year level, by State and Territory, by Sex/Indigenous Status 2. denominator – the number of possible student-days attended full time students at the indicated year level, by State and Territory, by Sex/Indigenous Status 3. The student attendance rate (%) (the rate= numerator divides by denominator * 100), by State and Territory, by Sex/Indigenous Status Notes: the Vic student attendance data are to be regarded as preliminary only as the Victorian Department of Education and Early Childhood Development has not yet fully finalised the return of the 2011 absence data from schools. Once it has finalised its data, there may be slight changes in the values. NEA 4 (NEA.4.13–4.24) 2011 NAPLAN Mean Scale Scores: 2011 “mean scale scores” in reading/writing/numeracy for Years 3, 5, 7 and 9, by State and Territory, by geolocation NEA 5 (NEA.5.1–5.12) (also relates to NEA.b and NEA 11) 1. numerator – count of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation 2. denominator – total count of students who were assessed, absent, withdrawn and exempt under NAPLAN 2011, by State and Territory, by parental education and parental occupation 3. Proportion of students who achieved at or above the national minimum standard, by State and Territory, by parental education and parental occupation NEA 5 (NEA.5.13–5.24) 2011 NAPLAN Mean Scale Scores: 2011 “mean scale scores” in

	reading/writing/numeracy for Years 3, 5, 7 and 9, by State and Territory, by parental education and parental occupation
	NEA 5 (NEA.5.25)
	1. numerator – count of students with parental education and parental occupation "not stated", by State and Territory, by learning domain
	2. denominator – total count of student with parental education and parental occupation was either "stated" or "not stated" under NAPLAN 2011, by State and Territory, by learning domain
	3. Proportion of students with parental education and parental occupation not stated, by State and Territory, by learning domain
	NEA 5 (NEA.5.26–5.37)
	1. numerator – count of students who achieved at or above the national minimum standard, by State and Territory, by Indigenous Status
	2. denominator – total count of student who were assessed, absent, withdrawn and exempt under NAPLAN 2011, by State and Territory, by Indigenous Status
	3. Proportion of students who achieved at or above the national minimum standard, by State and Territory, by Indigenous Status
	NEA 5 (NEA.5.38–5.49)
	2011 NAPLAN Mean Scale Scores: 2011 "mean scale scores" in reading/writing/numeracy for Years 3, 5, 7 and 9, by State and Territory, by indigenous status
Data source	Specify for each data item (for rate or proportion specify if different for numerator and denominator) including relevant catalogue number if available – 2011 NAPLAN & 2011 ACARA student attendance data (unpublished)
Institutional Environment	Data Collector(s): Individual schools send this data under a set of protocols to the Test Administration Authorities for the states and territories
	Collection authority: ACARA Act
	Data Compiler(s): ACER & Department of Education in each State and Territory
Relevance	Level of Geography: Data are available by National, State and Territory, and geo-location levels
	Data Completeness: Yes
	Indigenous Statistics: All data are available by Indigenous status by State and Territory
	Numerator/Denominator Source:
	For Education indicators, are all types of schools, universities, technical colleges/TAFEs and correspondence schools included? Schools that sit NAPLAN tests
	Have standard classifications been used? If not, why not? Yes
Timeliness	Collection interval/s: The NAPLAN tests are conducted annually.
	The reference period is 12 months.
	Data available: The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2011 which will be released by Education Ministers on 16 December 2011
Accuracy	Method of Collection: Method of Collection: By Test Administration Authorities and provided to ACER, who provide to ACARA
	Data Adjustments: Raw NAPLAN scores are converted to scaled scores
	Sample/Collection size: The collection size is a census of NAPLAN participating years (3,5,7,9)
	Relevant confidence intervals should be considered when interpreting

	these data. Confidence intervals are available on request.
	Is the data being used attitudinal or data? Data
	The abbreviation 'np' indicates data not published as there were no students tested or the number of students tested was less than 30.
	'–' indicates that the geo-location code does not apply within this State/Territory or for this year level.
Coherence	Consistency over time: NAPLAN results are collected in a consistent manner annually.
	PI 1 & 2 — The numerator and denominator are compiled from individual source file from Department of Education from each State and Territory [ACARA student attendance data (unpublished)]
	PI 4 & 5 — The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER
	PI 4 & 5 — From 2011, the NAPLAN writing test was assessed on a persuasive text, rather than the narrative text used in previous years. Results from the two texts are not directly comparable, which has resulted in a break in series for NAPLAN writing in 2011. Data from the 2011 NAPLAN for achievement in writing should not be compared with previous years.
	Jurisdiction estimate calculation: Yes
	Jurisdiction/Australia estimate calculation: Yes
	Collections across populations: Yes
Interpretability	Context: Yes, this is within the context of the NAPLAN testing and reporting environment
	Other Supporting information: FAQ's on (www.naplan.edu.au)
	Socioeconomic status derivation: NA
	Socioeconomic status quintiles derivation: NA
Accessibility	Data publicly available. (www.naplan.edu.au)
	Data are not available prior to public access
	Supplementary data are not available
	The data are available in PDF format at (www.naplan.edu.au).

Data Quality Statement – Performance Indicator 7: The proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Certificate II or above

Indicator	NEA 7 – The Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Certificate II or above
Measure	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above. Numerator: Number of persons aged 20–24 year olds who state they have completed Year 12 or attained a formal qualification at Certificate II or above (excludes Certificate nfd, and Certificate I/II nfd). Denominator: Total population of persons aged 20–24 years. Excludes people whose educational attainment is not stated (only applicable to Census data). Note: Data from the Survey of Education and Work are provided as supplementary information to Census data to inform this measure.
Data source	Numerator and denominator: ABS Census of Population and Housing (Census). Data are available every five years. Numerator and denominator: ABS Survey of Education and Work (SEW). Data are available annually. 2011 SEW data are being used for this cycle of indicators.
Institutional Environment	The Census and SEW are collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument).
Relevance	SEW data are available by state/territory. The SEW does not collect data from people in Indigenous communities in very remote areas (see Coherence). The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (Cat. no. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2011 survey were released in November 2011.
Accuracy	The 2011 SEW response rate was 96 per cent which constituted 39 800 completed interviews. The 2011 response rate was consistent with that in previous years. The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are

weighted for non-response.

The data are event data that can be used to measure year to year changes provided that the changes are large enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

Data with a relative standard error of between 25 per cent and 50 per cent should be used with caution while data with a relative standard error greater than 50 per cent is considered too unreliable for general use.

Coherence

Both the numerator and denominator come from the SEW. Measures based on the 2011 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW.

Prior to 2009, all people in very remote areas were excluded from the SEW. Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These revisions have a minor impact only in the NT and minimal impact in the other states/territory on the actual value of the NEA performance indicators based on the SEW.

The Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/1272.02001?OpenDocument) (Cat. no. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website, see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202011?OpenDocument) in Education and Work, Australia (Cat. no. 6227.0).

ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia (www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument) (Cat. no. 6227.0). This measure is also released as part of a SEW detailed education data cube. Additional data are available at cost upon request through the National Information Referral Service (NIRS) (www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service). A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently for 2011.

Data Quality Statement – Performance Indicator 8: The proportion of the 20—24 year old Indigenous and low SES population having attained at least a Year 12 or equivalent or AQF Certificate II or above

Indicator	NEA 8 – The proportion of the 20–24 year old Indigenous and low SES population having attained at least a year 12 or equivalent or AQF Certificate II and above. (Data are available for SES but not Indigenous status in the current round of reporting.)
Measure	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II level or above, by SES. Numerator: Number of persons aged 20–24 years who state they have completed Year 12 or attained a formal qualification at Certificate II level or above (excluding Certificate nfd and Certificate I/II nfd), by SES. Denominator: Total population of persons aged 20–24 years, by SES. Excludes people whose educational attainment is not stated (only applicable to Census data). Note: Data from the Survey of Education and Work are provided as supplementary information to Census data to inform this measure.
Data source	Numerator and denominator: ABS Census of Population and Housing (Census). Data are available every five years. Numerator and denominator: ABS Survey of Education and Work (SEW). Data are available by SES annually. 2011 SEW data are being used for this cycle of indicators for SES reporting.
Institutional Environment	The Census and SEW are collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument).
Relevance	SEW data are available by state/territory. The SEW does not collect data from Indigenous communities in very remote areas (see Coherence). The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (Cat. no. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2011 survey were released in November 2011.

Accuracy

The 2011 SEW response rate was 96 per cent which constituted 39 800 completed interviews. The 2011 response rate was consistent with that in previous years.

The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.

The data are event data that can be used to measure year to year changes provided that the changes are large enough to be detected in the context of the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

Data with a relative standard error of between 25 per cent and 50 per cent should be used with caution while data with a relative standard error greater than 50 per cent is considered too unreliable for general use.

Coherence

Both the numerator and denominator come from the SEW. Measures based on the 2011 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW.

Prior to 2009, all people in very remote areas were excluded from the SEW. Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These revisions have a minor impact only in the NT and minimal impact in the other states/territory on the actual value of the NEA performance indicators based on the SEW.

The Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (Cat. no. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The SEIFA measure used for the indicator is the Index of Relative Social Disadvantage (IRSD) applied at the Census Collection District (CD). SEIFA measures based on the 2006 Census have been used in all NEA indicators sourced from SEW since 2008.

The Census of Population and Housing and the Survey of Learning and Work (Cat. no. 4235.0) also provide information on educational attainment.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202011?OpenDocument) in Education and Work, Australia (Cat. no. 6227.0).

ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia (www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument) (Cat. no. 6227.0). This measure is also released as part of a SEW detailed education data cube.

Additional data are available at cost upon request through the National Information Referral Service (NIRS) (www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service).
A Confidentialised Unit Record Files (CURF) has been produced for every second cycle of the SEW since 2001, most recently 2011.

Data Quality Statement – Performance Indicator 9: The proportion of young people participating in post school education or training six months after school

Indicator	NEA 9 – The proportion of young people participating in post-school education or training six months after school.
Measure	Young people (school leavers aged 15–19 years), by level of schooling completed and engagement in post-school education, training and/or employment. Numerator: Number of persons aged 15–19 years who have left school, are fully engaged in employment, education and/or training, by highest level of schooling completed. Denominator: Number of persons aged 15–19 years who have left school, by highest level of schooling completed. Fully engaged is defined as full time employment, full time education or training, or a mixture of part time/full time employment and part time/full time education or training. Excludes people whose highest level of schooling completed is not stated (only applicable to Census data). Note: Data from the Survey of Education and Work are provided as supplementary information to Census data to inform this measure.
Data Source	Numerator and denominator: ABS Census of Population and Housing (Census). Data are available every five years. Numerator and denominator: ABS Survey of Education and Work (SEW). Data are available annually. 2011 SEW data are being used for this cycle of indicators.
Institutional Environment	The Census and SEW are collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument).
Relevance	SEW data are available by state/territory. The SEW does not collect data from people in Indigenous communities in very remote areas (see Coherence). The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (Cat. no. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly

Labour Force Survey (LFS). Results from the 2011 survey were released in November 2011.

Accuracy

The 2011 SEW response rate was 96 per cent which constituted 39 800 completed interviews. The 2011 response rate was consistent with that in previous years.

The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.

The data are event data that can be used to measure year to year changes provided that the changes are large enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

Data with a relative standard error of between 25 per cent and 50 per cent should be used with caution while data with a relative standard error greater than 50 per cent is considered too unreliable for general use.

Coherence

Both the numerator and denominator come from the SEW. Measures based on the 2011 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW.

Prior to 2009, all people in very remote areas were excluded from the SEW. Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These revisions have a minor impact only in the NT and minimal impact in the other states/territory on the actual value of the NEA performance indicators based on the SEW.

The Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (Cat. no. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/allprimarymainfeatures/556A439CD3D7E8A8CA257242007B3F32?opendocument) in Education and Work, Australia (Cat. no. 6227.0).

ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia (www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument) (Cat. no. 6227.0). This measure is also released as part of a SEW detailed education data cube.

Additional data are available at cost upon request through the National Information Referral Service (NIRS) (www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service).
A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently 2011.

Data Quality Statement – Performance Indicator 10: The proportion of 18—24 year olds engaged in full time employment, education and training at or above Certificate III

Indicator	NEA 10 – The proportion of 18–24 year olds engaged in full time employment, education or training at or above Certificate III.
Measure	Persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level. Numerator: Number of persons aged 18–24 years who are fully engaged in employment, education or training at or above Certificate III level. Denominator: Total population of persons aged 18–24 years. Fully engaged is defined as full time employment, full time education or training, or a mixture of part time/full time employment and part time/full time education or training. 'Certificate III or above' comprises Certificate III, Certificate IV, Certificate III/IV not further defined, Diploma, Advanced Diploma, Bachelor's degree and above. It excludes Certificate not further defined and people who have not identified the level of qualification they are working towards.
Data Source	Numerator and denominator: ABS Survey of Education and Work (SEW). Data are available annually. 2011 SEW data are being used for this cycle of indicators.
Institutional Environment	The Census and SEW are collected by the ABS under the Census and Statistics Act 1905. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see ABS Institutional Environment (www.abs.gov.au/websitedbs/d3310114.nsf/4a256353001af3ed4b2562bb00121564/10ca14cb967e5b83ca2573ae00197b65!OpenDocument)
Relevance	SEW data are available by state/territory. The SEW does not collect data from people in Indigenous communities in very remote areas (see Coherence). The SEW collects information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (Cat. no. 1272.0). For some respondents, information is supplied by another household resident, such as a parent, partner or unrelated adult (Any Responsible Adult). While this is a standard survey methodology, answers to some questions may occasionally differ from those that would have been supplied in a personal interview.
Timeliness	The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2011 survey were released in November 2011.
Accuracy	The 2011 SEW response rate was 96 per cent which constituted 39 800 completed interviews. The 2011 response rate was consistent with that in previous years. The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for

non-response.

The data are event data that can be used to measure year to year changes provided that the changes are large enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per cent in 2009, but the full sample was reinstated from 2010 onwards.

Data with a relative standard error of between 25 per cent and 50 per cent should be used with caution while data with a relative standard error greater than 50 per cent is considered too unreliable for general use.

Coherence

Both the numerator and denominator come from the SEW. Measures based on the 2011 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW.

Prior to 2009, all people in very remote areas were excluded from the SEW. Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These revisions have a minor impact only in the NT and minimal impact in the other states/territory on the actual value of the NEA performance indicators based on the SEW.

The Australian Standard Classification of Education (ASCED) (www.abs.gov.au/AUSSTATS/ABS@.NSF/0/F501C031BD9AC9C5CA256AAF001FCA33?opendocument) (Cat. no. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

The Census of Population and Housing and the Survey of Learning and Work (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 4235.0) also provide information on educational attainment.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes (www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202011?OpenDocument) in Education and Work, Australia (Cat. no. 6227.0).

ABS SEIFA indexes are based on data from the Census and measure the socioeconomic status of the area in which a person lives. They do not directly measure the socioeconomic status of individuals or their households. More information on the SEIFA measure of socioeconomic status can be found on the ABS website: www.abs.gov.au.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia (www.abs.gov.au/ausstats/abs@.nsf/mf/4235.0) (Cat. no. 6227.0). This measure is also released as part of a SEW detailed education data cube.

Additional data are available at cost upon request through the National Information Referral Service (www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service) (NIRS).

A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently 2011.

Data Quality Statement – Survey of Education and Work

Institutional Environment

For information on the institutional environment of the Australian Bureau of Statistics (ABS), including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.

Relevance

The Education and Work survey provides annual information about a range of key indicators relating to educational participation and attainment along with data on people's transition between education and work for all persons aged 15–64 years and persons aged 65–74 years who are employed or marginally attached to the labour force.

Since this survey is supplementary to the Labour Force Survey (LFS), persons excluded from the LFS are also excluded from this survey (see Explanatory Notes of Labour Force, Australia (Cat. no. 6202.0) for standard LFS exclusions). Additional exclusions from this survey were persons aged 75 years or older, persons aged 65–74 years who are not intending to work, persons permanently unable to work, institutionalised persons and boarding school pupils. Very remote areas were included for the first time in 2009.

The type of information collected included: participation in education in the year prior to the survey, and in the survey month; labour force characteristics; type of educational institution; level of education of current and previous study; highest year of school completed; level and main field of highest non-school qualification; transition from education to work; unmet demand for education; and selected characteristics of apprentices.

The Australian Classification of Education (ASCED) (Cat. no. 1272.0) was used to classify education. The ASCED is a national standard classification which can be applied to all sectors of the Australian education system including schools, vocational education and training and higher education. The ASCED comprises two classifications: Level of Education and Field of Education.

Timeliness

The most recent Education and Work survey was conducted throughout Australia in May 2011 as a supplement to the monthly LFS. The ABS has been conducting similar surveys since 1964. These surveys were conducted annually from February 1964 to February 1974, in May 1975 and 1976, in August 1977 and 1978 and annually in May since 1979. Data from the survey are released approximately six months after they have been collected.

Accuracy

The number of completed interviews (after taking into account scope and coverage exclusions) wasabout 39 800. This sample was achieved by obtaining a response rate of 96 per cent from the selected households.

The Labour Force Survey is designed to primarily provide estimates for the whole of Australia and, secondly, for each state and territory.

Two types of error are possible in an estimate based on a sample survey: non-sampling error and sampling error.

Non-sampling error arises from inaccuracies in collecting, recording and processing the data. Every effort is made to minimise reporting error by the careful design of questionnaires, intensive training and supervision of interviewers, and efficient data processing procedures. Non-sampling error arises because information cannot be obtained from all persons selected in the survey.

Sampling error occurs because a sample, rather than the entire population is surveyed. One measure of the likely difference resulting from not including all dwellings in the survey is given by the standard error. There are about two chances in three that a sample estimate will differ by less than one standard error from the figure that would have been obtained if all dwellings had been included in the survey and about 19 chances in 20 that

	the difference will be less than two standard errors. Every five years, following the availability of data from the Census of Population and Housing, the ABS reviews the LFS sample design. As a result of the review following the 2006 Census, the new sample design, implemented over the period November 2007 to June 2008, resulted in a smaller sample size from July 2008. For more information see Information Paper: Labour Force Sample Design, Nov 2007 (Cat. no. 6269.0)
Coherence	The indicators for COAG national agreement reporting that are based on the 2011 SEW are consistent with those supplied from previous cycles of this survey. Data for 2010 have been revised due to amendments to the population benchmarks for the 2010 SEW. The ABS seeks to maximise consistency and comparability over time by minimising changes to the survey; sound survey practice requires ongoing development to maintain the integrity of the data. No changes were made to the survey between 2010 and 2011. In 2009 the scope of the survey was extended to include persons aged 65–74 years who are employed or marginally attached to the labour force. Persons are determined to be marginally attached to the labour force if they were not in the labour force in the reference week, wanted to work and: were actively looking for work but did not meet the availability criteria to be classified as unemployed; or were not actively looking for work but were available to start work within four weeks or could start work within four weeks if child care was available. Prior to 2009, all people in very remote areas were excluded from the SEW. Very remote areas represent about two per cent of the total Australian population and 20 per cent of the Northern Territory population. From 2009 onwards, the SEW has a slightly wider scope. It includes people in very remote areas but excludes people in Indigenous communities in very remote areas. The current exclusion has only a minor impact on national estimates or estimates by State/Territory except for the Northern Territory where such people account for about 15 per cent of the population. These revisions have a minor impact only in the NT and minimal impact in the other states/territory on the actual value of the NEA performance indicators based on the SEW.
Interpretability	Detailed information on the terminology, classifications and other technical aspects associated with the Survey of Education and Work can be found in the relevant web pages included with this release.
Accessibility	In addition to the electronic publication, the tables and associated RSEs are available in spreadsheet format on the website. Extra tables not contained in the electronic publication are also included on the website. A Confidentialised Unit Record File (CURF) containing confidentialised microdata from the Survey of Education and Work has been released biennially since 2001. The CURF facilitates interrogation and analysis of survey data. The most recent CURF for the Survey of Education and Work was released from the 2011 survey. For further details refer to the ABS website (www.abs.gov.au). Data are also available on request. Note that detailed data can be subject to high relative standard errors which in some cases may result in data being confidentialised. For further information about these or related statistics, contact the National Information and Referral Service on 1300 135 070.

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Acronyms and abbreviations

AATSIHS	Australian Aboriginal and Torres Strait Islander Health Survey[6]
ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum Assessment and Reporting Authority
ACER	Australian Council for Educational Research
ACT	Australian Capital Territory
AEDI	Australian Early Development Index
AIM	Achievement Improvement Monitor test
AQF	Australian Qualifications Framework
ARA	Any Responsible Adult
ARIA	Accessibility and Remoteness Index for Australia
ASCED	Australian Standard Classification of Education
Aust	Australia
Census	ABS Census of Population and Housing
CI	Confidence Interval
COAG	Council of Australian Governments
CRC	COAG Reform Council
CURF	Confidentialised Unit Record File
DEEWR	Department of Education, Employment and Workplace Relations
DQS	Data Quality Statement
ERP	Estimated Resident Population
FTE	full time equivalent
ICSEA	Index of Community Socio-Educational Advantage
IGA	Intergovernmental Agreement on Federal Financial Relations
IRSD	Index of Relative Socioeconomic Disadvantage

6 The 2012-13 Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) will collect data previously collected as part of the National Aboriginal and Torres Strait Islander Health Survey (NATSIHS).

LBOTE	Language background other than English
LFS	Labour Force Survey
MCEECDYA	Ministerial Council for Education, Early Childhood Development and Youth Affairs
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NA	National Agreement
NAPLAN	National Assessment Program – Literacy and Numeracy
NASWD	National Agreement for Skills and Workforce Development
NATSIHS	National Aboriginal and Torres Strait Islander Health Survey
NATSISS	National Aboriginal and Torres Strait Islander Social Survey
NCVER	National Centre for Vocational Education Research
NEA	National Education Agreement
NIRA	National Indigenous Reform Agreement
NP	National Partnership
NSAC	National Schools Attendance Collection
NSSC	National Schools Statistics Collection
NSW	New South Wales
NT	Northern Territory
NYPR	National Youth Participation Requirement
OECD	Organisation for Economic Co-Operation and Development
PI	Performance Indicator
PIF	Performance Indicator Framework
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
Qld	Queensland
RSE	relative standard error
SA	South Australia
SCFFR	Standing Council on Federal Financial Relations
SCRGSP	Steering Committee for the Review of Government Service Provision

SCSEEC	Standing Council on School Education and Early Childhood
SD	Statistical Division
SEIFA	Socio-economic Indexes for Areas
SES	socioeconomic status
SEW	Survey of Education and Work
SPP	Specific Purpose Payment
Tas	Tasmania
TIMSS	Trends in International Mathematics and Science Study
VCE	Victorian Certificate of Education
VET	vocational education and training
Vic	Victoria
WA	Western Australia

Glossary

Apparent retention rates

The number of full time students in a designated year of schooling, expressed as a percentage of their respective cohort group at an earlier base year. 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.

Full time equivalent student

This is the addition of those defined as full time (who have an imputed value of 1.0) with the sum of the imputed values of those defined as part time (who are assessed as having a value between 0.1 and 0.9). The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student. The FTE of a full time student is 1.0.

Full time student

A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.

Geographic location classification

Geographic categorisation for non-ABS data is based on the agreed SCSEEC Geographic Location Classification which, at the highest level, divides Australia into three zones (the metropolitan, provincial and remote zones). A further disaggregation comprises five categories: metropolitan and provincial zones each subdivided into two categories, and the remote zone. Further subdivisions of the two provincial zone categories and the remote zone category provide additional, more detailed, classification options. When data permit, a separate very remote zone can be reported along with the metropolitan, provincial and remote zones, as follows.

A. Metropolitan zone

- Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs.
- Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong.

B. Provincial zone (non-remote)

- Provincial city Statistical Districts plus Darwin SD.
  - Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie-Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga.
  - Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool.
- Other provincial areas (CD ARIA Plus score ≤ 5.92)
  - Inner provincial areas (CD ARIA Plus score ≤ 2.4)
  - Outer provincial areas (CD ARIA Plus score > 2.4 and ≤ 5.92)

C. Remote zone

	• Remote zone (CD ARIA Plus score > 5.92) • Remote areas (CD ARIA Plus score > 5.92 and ≤ 10.53) • Very remote areas (CD ARIA Plus score > 10.53)
Indigenous student	A student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions.
Language background other than English (LBOTE) student	A status that is determined by administrative processes that vary across jurisdictions.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction
Preschool	A preschool program is a structured, play-based learning program usually provided by a qualified teacher on a sessional basis, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it or whether it is government funded or privately funded. Alternative terms currently used for preschool in some jurisdictions include 'kindergarten', 'pre-prep' and 'reception'.
Socioeconomic status	For the purposes of this report, socioeconomic status is measured using parental education/parental occupation (for NAPLAN data) or SEIFA IRSD (for all other data). For SEIFA IRSD, a person can be allocated to one of five quintiles. Quintile 1 indicates that the person resides in the most disadvantaged area in the jurisdiction, whereas quintile 5 indicates that the person resides in the least disadvantaged area in the jurisdiction.
Student	A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age. For data sourced from the NSSC, students were excluded if they had left the school or had been absent without explanation for four continuous weeks (excluding school vacations) prior to the school census date.
Student, primary	A student in primary education, which from 2008 covers pre-year 1 to year 6 in NSW, Victoria, Tasmania, ACT and NT, and pre-year 1 to year 7 in Queensland, WA and SA.
Student, secondary	A student in secondary education, which from 2008 commences at year 7 in NSW, Victoria, Tasmania, ACT and NT, and at year 8 in Queensland, SA and WA.
Ungraded student	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.