National Agreement Performance Information 2012

National Education Agreement

Steering Committee for the Review of Government Service Provision

June 2013

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Steering Committee for the Review of Government Service Provision

The Hon John Brumby
Chairman
COAG Reform Council
Level 24, 6 O'Connell Street
SYDNEY NSW 2000

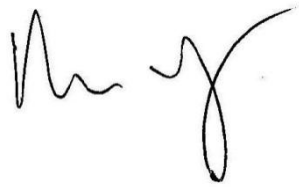
Dear Mr Brumby

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



Peter Harris AO
Chairman

28 June 2013

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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, performance targets 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 Peter Harris	Chairman	Productivity Commission
Ms Madonna Morton	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
Mr Shane McMahon	NSW	Department of Premier and Cabinet
Mr Rick Sondalini	NSW	Department of Treasury
Mr Shane McWhinney	Vic	Department of Premier and Cabinet
Mr Jeremy Nott	Vic	Department of Treasury and Finance
Mr Paul Cantrall	Qld	Department of the Premier and Cabinet
Ms Janelle Thurlby	Qld	Department of Treasury
Ms Marion Burchell	WA	Department of the Premier and Cabinet
Mr Coan Harvey	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 Anne Tan	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:

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

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National Education Agreement performance reporting

Framework for National Agreement reporting

The Council of Australian Governments (COAG) endorsed a new Intergovernmental Agreement on Federal Financial Relations (IGA) in November 2008 (COAG 2009a) and reaffirmed its commitment in August 2011 (COAG 2011a). 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*.

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 National Partnership agreements (NPs).

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 NA performance reporting frameworks (COAG 2011b).

The review of the National Education Agreement (NEA) performance reporting framework was completed and recommendations endorsed by COAG on 25 July 2012. This report reflects the outcomes from the review.

National Agreement reporting roles and responsibilities

The Standing Council for Federal Financial Relations (SCFFR) has general oversight of the operations of the IGA on behalf of COAG. [IGA para. A4(a)]

The COAG Reform Council (CRC) is responsible for monitoring and assessing the performance of all governments in achieving the outcomes and benchmarks specified in each NA. The CRC is required to provide to COAG the NA performance information and a comparative analysis of this information within three months of receipt from the Steering Committee. [IGA paras. C14-15]

The Steering Committee has overall responsibility for collating and preparing the necessary NA performance data [IGA para. C9]. Reports from the Steering Committee to the CRC are required:

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

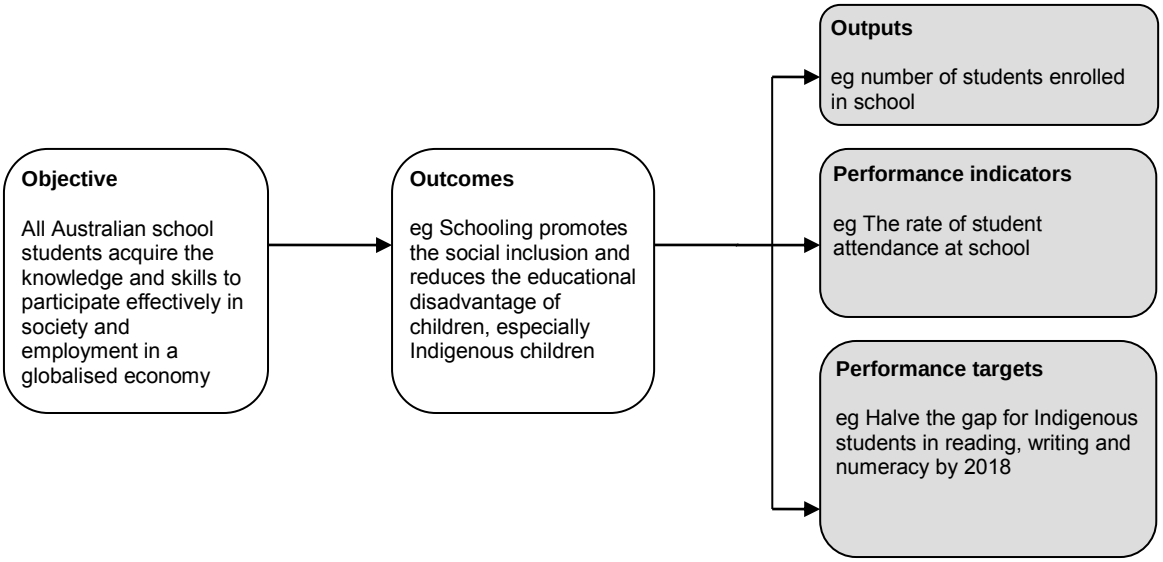
The CRC has also requested the Steering Committee to collate data on the performance benchmarks for the reward components of selected NP agreements. The Steering Committee's reports to the CRC can be found on the Review website (www.pc.gov.au/gsp).

Performance reporting

The Steering Committee is required to collate performance information for the NEA and provide it to the CRC no later than 30 June 2013. The CRC has requested the Steering Committee to provide information on all performance categories in the NAs (variously referred to as 'outputs', '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, outputs, performance indicators and performance targets. Only one example of each is included in this figure for illustrative purposes.

This is the fifth NEA report prepared by the Steering Committee. The previous four reports provided performance information for the previous NEA (COAG 2009b). This report provides performance information for the revised NEA (COAG 2012a). The CRC has requested the Steering Committee collate data for new and/or revised indicators backcast to the baseline NEA reporting period (2008-09 or most recent available data at the time of preparing the baseline NEA performance report).

This report contains data quality statements (DQSs) completed by relevant data collection agencies, and comments by the Steering Committee on the quality of

reported data (based on the DQSs). 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.

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.2.3).

Box 1 **Key issues in reporting against the NEA**

General

- This is the first NEA performance report for the revised NEA performance framework. The revised framework (endorsed by COAG at its July 2012 meeting) has four performance targets and five performance indicators. A further three NIRA indicators are relevant to the NEA.
- At the request of the CRC, data have been backcast (where available) to the baseline reporting period of 2008 for new and revised indicators.
- 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 (relevant to performance target (c) and performance indicators 2 and 6). At the request of the CRC, confidence intervals have not been included in this report for NAPLAN achievement data. 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.
- There is a partial break in time series for NAPLAN data:
  - performance indicators 2 and 6 and performance target (c) report on reading, writing and numeracy achievement using NAPLAN data. Due to a change in the writing test in 2011, achievement in writing from 2011 onwards is not comparable with data from previous years.

Outputs

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

Performance Indicators

- All eight performance indicators included in this report (5 NEA indicators and 3 NIRA indicators) can be reported against.
- Performance indicator 4 (old performance indicator 7 and 8) previously reported Survey of Education and Work (SEW) data disaggregated by State and Territory. The review of the NEA performance framework found that these data were not suitable for NEA reporting. Only Census data are disaggregated by State and Territory. Census data and SEW data are not directly comparable.

Performance targets

- All four performance targets included in this report can be reported against.
- Performance targets (a) and (b) relate to performance indicator 4 (year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate Level II/III or above). The Steering Committee notes that while the SEW is the main data source for targets (a) and (b), following the COAG review of the NEA performance framework, the Census is the main data source for indicator 4 (SEW is the supplementary data source).

Changes from the previous National Education Agreement performance report

CRC advice on data reporting requirements

Under the IGA, the CRC 'may advise on where changes might be made to the performance reporting framework' [IGA para. C30]. The CRC recommended changes to indicators in its previous NEA reports to COAG, as well as providing additional advice to the Steering Committee. Where practicable, the Steering Committee has incorporated the CRC recommendations in this report.

COAG review of the performance indicator frameworks

At its 25 July 2012 meeting, COAG endorsed a revised NEA (COAG 2012a). This report provides data for the outputs, performance indicators and performance targets specified in the revised NEA performance indicator framework (COAG 2012c).

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

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

New indicator	*Old indicator*	*Change*
Performance target (a) — Lift the Year 12 or equivalent or Certificate II attainment rate to 90 per cent by 2015.	• [old] Performance target (a.1) — lift the Year 12 or equivalent attainment rate to 90 per cent by 2015.	• [new] The title has been amended to include 'Certificate II or above' into the wording of the target. No change to measures or data.
Performance target (b) — Lift the Year 12 or equivalent or Certificate III attainment rate to 90 per cent by 2020.	• [old] Performance target (a.2) — lift the Year 12 or equivalent attainment rate to 90 per cent by 2020.	• [new] The title has been amended to include 'Certificate III or above' into the wording of the target. No change to measures or data.
Performance target (c) — Halve the gap for Indigenous students in reading, writing and numeracy by 2018.	• [old] Performance target (b) — Halve the gap for Indigenous students in reading, writing and numeracy within a decade.	• [new] No change to measures or data.
Performance target (d) — At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.	• [old] Performance target (c) — at least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.	• [new] No change to measures or data.
NEA Indicator 1 — The rate of student attendance at school.	• [old] Performance indicator 1 — proportion of children (1) enrolled in and (2) attending school • [old] Performance indicator 2 — proportion of Indigenous and low SES children (1) enrolled in and (2) attending school.	• [new] Merges the old performance indicators 1 and 2 and removes the enrolment measures. • Whilst the presentation of data for this indicator has changed, required data have been provided in previous reports. Therefore, backcast data are not provided in this report.
Not applicable	• [old] Performance indicator 3 — proportion of Indigenous students completing year 10.	• This indicator has been removed from the new NEA performance indicator framework.
NEA Indicator 2 — Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.	• [old] Performance indicator 4 — Literacy and numeracy achievement of year 3, 5, 7 and 9 students in national testing. • [old] Performance indicator 5 — Literacy and numeracy achievement of year 3, 5, 7 and 9 Indigenous and low SES students in national testing.	• [new] Merges the old performance indicators 4 and 5. • Whilst the presentation of data for this indicator has changed, required data have been provided in previous reports. Therefore, backcast data are not provided in this report.

(Continued next page)

Table 1 (Continued)

NEA Indicator 3 — The proportion of students in the bottom and top levels of performance in international testing.	• [old] Performance indicator 6 — 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]).	• [new] The title has been amended to remove reference to specific international surveys. • New measures and data are available for this cycle of reporting.
NEA Indicator 4 — The proportion of young people who have attained at least a year 12 or equivalent or AQF Certificate Level II/III or above.	• [old] Performance indicator 7 — proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II. • [old] Performance indicator 8 — 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.	• [new] Merges the old performance indicators 7 and 8. New measures have been added to align with the associated NEA target ([old] a.2 – [new] b). • Data for Certificate Level III and above have been backcast to the 2008 baseline. Data for Certificate Level II and above have been provided in previous reports and backcast data are not provided in this report.
NEA Indicator 5 — The proportion of young people participating in post-school education, training or employment.	• [old] Performance indicator 9 — proportion of young people participating in post-school education or training six months after school. • [old] Performance indicator 10 — The proportion of 18 to 24 year olds engaged in full time employment, education or training at or above Certificate III.	• [new] These indicators have been merged into a new indicator to report the 'proportion of young people participating in post-school education, training or employment'. • The [new] Indicator 5 is reported for those aged 17–24 years of age. • Data have been backcast to the 2008 baseline.
[new] Performance targets (a) and (b) and [new] Performance indicators 4 and 5.	Not applicable	• In accordance with the recommendations in the NEA review report endorsed by COAG, national data are provided from the SEW with State and Territory data provided from the Census.

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].

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 its 7 December 2012 meeting, the SCSEEC discussed the National Plan for School Improvement, the Australia Government's response to the Gonski Report — *Review of Funding for Schooling* (Gonski et al. 2012). At the COAG meeting on 19 April 2013, all governments affirmed their commitment to negotiations on the National Plan for School Improvement (COAG 2013).

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 2012, 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 and requires that:

[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).

- all young people are to participate in schooling (or an approved equivalent) until they complete Year 10
- following Year 10, all young people are to 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 and development

Research indicates that quality early childhood education can assist children's school performance, particularly for children from disadvantaged backgrounds (DEECD 2008; DEEWR 2009; Lidell, Barnett, Diallo Roost & McEachren 2011). Children without formal early childhood education 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).

In its review of the NEA performance indicator framework, COAG requested SCSEEC to 'assess the availability and feasibility of a nationally consistent tool, such as the Australian Early Development Index, to measure educational disadvantage at an individual level and to provide a baseline to measure of gain over time to support performance reporting under the NEA' (COAG 2012c).

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 2012 found that the majority of children are doing well on each of the five AEDI developmental domains. Across Australia, a lower

proportion of children were developmentally vulnerable (below the 10th percentile) in 2012 (22.0 per cent) compared with 2009 (23.6 per cent). In 2012, some groups were more likely to be developmentally vulnerable, including:

- boys compared with girls
- Indigenous children compared with non-Indigenous children
- children not proficient in English who have a language background other than English compared with children of the same background who are proficient in English
- children with an English speaking background who are not proficient in English, compared with children of the same background who are proficient in English.

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 (including Australia), have shown that socioeconomic background and performance are closely related (OECD 2011).

Another 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.

Schools

At the beginning of August 2012, there were 9427 schools in Australia (6290 primary schools, 1392 secondary schools, 1321 combined schools and 424 special schools[2]). The majority of schools (71.0 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 2012, 38.4 per cent of primary schools enrolled over 300 students, and 41.4 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, 2012* (ABS 2013b).

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, larger schools provided achievement gains in student Victorian Certificate of Education (VCE) results. In addition, 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 socio-educational advantage (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 on the concept of 'density of advantage/disadvantage' — 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).

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

Table 2 **Summary of school characteristics, August 2012[a]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools (no.)									
Primary	1 623	1 136	921	513	393	128	53	60	4 827
Secondary	370	244	180	96	68	38	18	15	1 029
Combined[b]	66	79	92	90	76	26	9	73	511
Special schools[c]	110	76	46	66	18	5	4	5	330
Total	**2 169**	**1 535**	**1 239**	**765**	**555**	**197**	**84**	**153**	**6 697**
Non-government schools (no.)									
Primary	490	425	232	149	103	28	25	11	1 463
Secondary	145	98	73	9	19	5	5	9	363
Combined[b]	237	156	154	132	70	31	13	17	810
Special schools[c]	41	19	17	11	3	1	1	1	94
Total	**913**	**698**	**476**	**301**	**195**	**65**	**44**	**38**	**2 730**
All schools (no.)									
Primary	2 113	1 561	1 153	662	496	156	78	71	6 290
Secondary	515	342	253	105	87	43	23	24	1 392
Combined[b]	303	235	246	222	146	57	22	90	1 321
Special schools[c]	151	95	63	77	21	6	5	6	424
Total	**3 082**	**2 233**	**1 715**	**1 066**	**750**	**262**	**128**	**191**	**9 427**
Proportion of schools that are government schools (per cent)									
Primary	76.8	72.8	79.9	77.5	79.2	82.1	67.9	84.5	76.7
Secondary	71.8	71.3	71.1	91.4	78.2	88.4	78.3	62.5	73.9
Combined[b]	21.8	33.6	37.4	40.5	52.1	45.6	40.9	81.1	38.7
Special schools[c]	72.8	80.0	73.0	85.7	85.7	83.3	80.0	83.3	77.8
All schools	**70.4**	**68.7**	**72.2**	**71.8**	**74.0**	**75.2**	**65.6**	**80.1**	**71.0**
Proportion of schools that are primary schools in each sector (per cent)									
Government	74.8	74.0	74.3	67.1	70.8	65.0	63.1	39.2	72.1
Non-government	53.7	60.9	48.7	49.5	52.8	43.1	56.8	28.9	53.6
All schools	**68.6**	**69.9**	**67.2**	**62.1**	**66.1**	**59.5**	**60.9**	**37.2**	**66.7**
Proportion of primary schools enrolling over 300 students (per cent)[d]									
Government	37.0	36.6	42.6	43.4	28.1	23.4	51.6	17.3	37.2
Non-government	40.0	35.6	56.7	37.4	45.7	22.0	52.6	17.9	41.3
All schools	**37.9**	**36.3**	**46.5**	**41.5**	**32.9**	**23.0**	**52.0**	**17.4**	**38.4**
Proportion of secondary schools enrolling over 600 students (per cent)[d]									
Government	58.9	50.2	48.9	28.0	33.3	28.1	48.1	6.8	44.7
Non-government	38.0	46.5	33.5	33.3	32.6	16.7	61.1	3.8	36.9
All schools	**49.1**	**48.5**	**41.9**	**30.3**	**33.0**	**24.0**	**53.3**	**6.1**	**41.4**

a From 2011 for WA, and 2012 for Qld, year 7 is being piloted in some secondary schools. The ABS has been advised that for reporting purposes, year 7 will remain at the primary level until the states decide whether to transition year 7 to the secondary level. This may affect comparisons between students in primary and secondary levels in WA from 2011, and in Qld from 2012. **b** Combined primary and secondary schools. **c** 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. **d** Excludes combined schools and special schools.

Sources: ABS (2013 and unpublished) *Schools Australia 2012,* Cat. no. 4221.0, data cube NSSC T35a; table NEA.c.1.

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 (2012) have been provided where available. At the request of the CRC, historical data have only been provided where measures are new or data 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 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 2013b). 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, 2012 ('000)[a]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total FTE student enrolments at level of education									
Primary schools	635.2	478.0	463.5	243.1	158.6	43.4	33.1	24.1	2 079.0
Secondary schools	503.8	390.3	287.0	131.8	101.9	38.0	29.1	15.9	1 497.8
All schools	**1 139.0**	**868.3**	**750.5**	**375.0**	**260.5**	**81.4**	**62.2**	**40.0**	**3 576.8**

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.

Source: ABS (2013 and unpublished) *Schools, Australia, 2012*, Cat. no. 4221.0, data cube NSSC T43a.

Number of students enrolled in school by school sector

FTE student enrolments in government and non-government schools for 2012 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, 2012[a, b]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number of FTE students enrolled in government schools ('000)									
Primary schools	440.5	322	324.3	169.4	104.9	31.9	20.0	18.8	1 431.8
Secondary schools	307.7	224.3	176.4	76.1	61.5	25.8	15.6	10.7	898.1
All schools	**748.2**	**546.3**	**500.6**	**245.5**	**166.5**	**57.7**	**35.6**	**29.4**	**2 329.9**
Number of FTE students enrolled in non-government schools ('000)									
Primary schools	194.6	156.0	139.2	73.7	53.7	11.5	13.1	5.3	647.2
Secondary schools	196.1	166.0	110.6	55.8	40.4	12.1	13.4	5.2	599.7
All schools	**390.8**	**322.0**	**249.8**	**129.5**	**94.0**	**23.7**	**26.5**	**10.5**	**1 246.8**
Proportion of FTE students who were enrolled in government schools (per cent)									
Primary schools	69.4	67.4	70.0	69.7	66.2	73.4	60.4	78.1	68.9
Secondary schools	61.1	57.5	61.5	57.7	60.4	68.0	53.7	67.2	60.0
All schools	**65.7**	**62.9**	**66.7**	**65.5**	**63.9**	**70.9**	**57.3**	**73.7**	**65.1**

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.

Source: ABS (2013 and unpublished) *Schools Australia, 2012*, Cat. no. 4221.0; table NEA.c.2.

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 2011 school year (table 5).

Table 5 **Total VET in schools students, 2011 ('000)[a, b]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number	64.4	48.3	87.3	12.3	25.6	5.7	1.9	4.0	249.4

a Data in this table may not be comparable to data for previous years due to compilation issues. **b** Data may not be comparable across states and territories due to differences in the implementation of VET in Schools programs and data compilation issues.

Source: NCVER 2012*, Australian vocational education and training statistics: VET in Schools 2011 data tables Australia*, 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 [2013] 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 2012 school year (table 6).

Table 6 **Number and proportion of Indigenous students enrolled in school, by school sector, 2012[a, b]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number of Indigenous students enrolled in school ('000)									
Government schools	47.0	9.7	43.2	20.0	9.0	4.7	1.2	13.1	147.9
Non-government schools	7.8	1.6	8.1	3.7	1.1	0.9	0.3	3.0	26.6
All schools	**54.8**	**11.3**	**51.3**	**23.8**	**10.1**	**5.6**	**1.5**	**16.1**	**174.5**
Proportion of Indigenous students enrolled in school (per cent)									
Government schools	6.3	1.8	8.7	8.2	5.4	8.4	3.3	44.5	6.4
Non-government schools	2.0	0.5	3.2	2.9	1.2	3.9	1.2	28.9	2.1
All schools	**4.8**	**1.3**	**6.9**	**6.3**	**3.9**	**7.0**	**2.4**	**40.4**	**4.9**

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 (2012) *Schools Australia, 2011*, Cat. no. 4221.0, data cube NSSC T40a; table NEA.c.3.

LBOTE students

Table 7 reports the proportion of LBOTE students. The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) 2011 Census of Population and Housing. Students are counted as having a LBOTE if their home language is not English or if they (or at least one parent) were born in a non-English speaking country. This definition is narrower than the definition endorsed by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) — now SCSEEC — under which a student is identified as having a LBOTE if they, and/or one or more of their parents or carers, speak a main language other than English in the home. The MCEETYA data are only used in data collections covering selected groups of students (eg year 3 or year 7 students), whereas the Census data cover all Australian school students.

The proportion of LBOTE students in government and non-government schools varied across jurisdictions in 2011 (table 7).

Table 7 **Students from language backgrounds other than English as a proportion of all students, 2011 (per cent)[a]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	NT
Government schools	25.3	23.8	13.2	17.7	14.3	5.5	23.6	34.5
Non-government schools	28.2	29.0	15.3	23.1	19.2	10.4	19.6	30.8
All schools	**26.3**	**25.7**	**13.9**	**19.6**	**16.1**	**6.9**	**21.9**	**33.6**

a Number of LBOTE students and number of all students. Absolute numbers of LBOTE students are sourced from the 2011 Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection. See SCRGSP 2013 table 4A.26 for detailed footnotes.

Source: DEEWR (unpublished) based on the ABS (2011) Census of Population and Housing; SCRGSP 2013 table 4A.26.

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 definitions 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 2011 school year (table 8).

Table 8 **Funded full time equivalent students with disabilities as a proportion of total full time students, 2011 (per cent)[a]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Government schools	6.4	6.1	5.1	3.9	9.2	5.5	5.3	8.9	6.0
Non-government schools	4.1	3.3	2.5	2.5	3.6	2.8	2.0	3.9	3.3
All schools	**5.6**	**5.0**	**4.3**	**3.4**	**7.2**	**4.7**	**3.9**	**7.6**	**5.1**

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.

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

Geographically remote students

Identification of geographically remote students is based on the school location according to the metropolitan zone, provincial zone, remote areas and very remote areas as defined in the MCEECDYA (now SCSEEC) agreed classification.[3]

The most recent available data for students by geolocation is for the 2011 school year (table 9).

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

Table 9 **Students attending schools in remote and very remote areas as a proportion of all students, 2011 (per cent)[a, b, c, d]**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Remote areas									
Government schools	0.5	0.1	2.0	5.6	3.6	0.9	..	16.4	1.7
Non-government schools	0.2	–	0.8	1.9	1.4	0.4	..	29.7	0.8
All schools	**0.4**	**0.1**	**1.6**	**4.3**	**2.8**	**0.7**	**..**	**19.9**	**1.4**
Very remote areas									
Government schools	0.1	..	1.6	3.2	1.2	0.4	..	29.9	1.2
Non-government schools	–	..	0.3	1.1	0.1	–	..	12.1	0.3
All schools	**0.1**	**..**	**1.2**	**2.5**	**0.8**	**0.3**	**..**	**25.3**	**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 areas 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 or Certificate II attainment rate to 90 per cent by 2015
- Lift the Year 12 or equivalent or Certificate III attainment rate to 90 per cent by 2020
- Halve the gap for Indigenous students in reading, writing and numeracy by 2018
- At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.

Performance target (a) — Lift the Year 12 or equivalent or Certificate II attainment rate to 90 per cent by 2015

Key amendments from previous cycle of reporting:	This indicator is based on target a.1 in the previous NEA, with the title amended to specifically reference 'Certificate II'. There is no impact on the measure or associated data. In accordance with the recommendations in the NEA review report endorsed by COAG, national data are provided from the SEW with State and Territory data provided from the Census.
Outcome:	Young people make a successful transition from school to work and further study
Measure:	Proportion of the 20–24 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 20–24 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 20–24 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 Excludes people whose educational attainment is not stated from the numerator and denominator (applicable only to Census data)
Related performance indicator/s:	NEA PI 4: The proportion of young people who have attained at least a year 12 or equivalent or AQF Certificate Level II/III or above
Data source:	*(Main)* Survey of Education and Work (SEW). Data are available annually *(Supplementary)* Census of Population and Housing (Census). Data are available every five years
Data provider:	ABS
Data availability:	SEW — 2012 Census — 2011
Baseline:	2007

Cross tabulations provided:	National (SEW) State and Territory (Census)

Box 2 **Results**

For this report, new data for this indicator are available for 2012 (SEW) and 2011 (Census).

- National SEW data are presented in table NEA.4.4.
- Census data are presented by State and Territory in table NEA.4.1.

For the SEW data, 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.

For historical SEW data, results for 2011 are available in the 2011 NEA performance report, 2010 results are available in the 2010 NEA performance report, and for 2009 and 2008 results are available in the 2009 NEA performance report. Historical Census data can be found in the 2009 NEA performance report.

Attachment tables

Table NEA.4.4	Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate II level or above, by SEIFA IRSD quintiles 2012
Table NEA.4.1	Proportion of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate II level or above, 2011 (Census)

Box 3 **Comment on data quality**

The Steering Committee notes that this performance target relates to performance indicator 4 (year 12 or equivalent or AQF Certificate Level II/III or above). While the SEW is the main data source for this target, following the COAG review of the NEA performance framework, the Census is the main data source for indicator 4 (SEW is the supplementary data source).

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

Performance target (b) — Lift the Year 12 or equivalent or Certificate III attainment rate to 90 per cent by 2020

Key amendments from previous cycle of reporting:	This target is based on target a.2 in the previous NEA, with the title amended to specifically reference 'Certificate III'. There is no impact on the measure or associated data. In accordance with the recommendations in the NEA review report endorsed by COAG, national data are provided from the SEW with State and Territory data provided from the Census.
Outcome:	Young people make a successful transition from school to work and further study
Measure:	Proportion of the 20–24 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 20–24 year olds who self-identify as having attained a year 12 or AQF Certificate Level III or above (excludes Certificate nfd) • *denominator* — number of 20–24 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 Excludes people whose educational attainment is not stated from the numerator and denominator (applicable only to Census data)
Related performance indicator/s:	NEA PI 4: The proportion of young people who have attained at least a year 12 or equivalent or AQF Certificate Level II/III or above
Data source:	*(Main)* Survey of Education and Work (SEW). Data are available annually *(Supplementary)* Census of Population and Housing (Census). Data are available every five years
Data provider:	ABS
Data availability:	SEW — 2012 Census — 2011
Baseline:	2007
Cross tabulations provided:	• National (SEW) • State and Territory (Census)

Box 4 **Results**

For this report, new data for this indicator are available for 2012 (SEW) and 2011 (Census).

- National SEW data are presented in table NEA.4.8
- Census data are presented by State and Territory in table NEA.4.5.

For the SEW data, 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.

For historical SEW data, results for 2011 and 2010 are available in the 2011 NEA performance report, Data for 2009 and 2008 are available in the 2009 NEA performance report. Baseline Census data can be found in the 2009 NEA performance report.

Attachment tables

Table NEA.4.8	Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles 2012
Table NEA.4.5	Proportion of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, 2011 (Census)

Box 5 **Comment on data quality**

The Steering Committee notes that this performance target relates to performance indicator 4 (year 12 or equivalent or AQF Certificate Level II/III or above). While the SEW is the main data source for this target, following the COAG review of the NEA performance framework, the Census is the main data source for indicator 4 (SEW is the supplementary data source).

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

Performance target (c) — Halve the gap for Indigenous students in reading, writing and numeracy by 2018

Key amendments from previous cycle of reporting:	This target is based on target b in the previous NEA. There are no changes to the measure or data.
Outcome:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
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:	NEA PI 2: Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
Data source:	National Assessment Program — Literacy and Numeracy (NAPLAN). Data are available annually
Data provider:	ACARA
Data availability:	2012
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 indicator are available for 2012.

- Data for students who achieved at or above the national minimum standard are presented by State and Territory by Indigenous status in tables NEA.2.1–12.

Data for 2011 are available in the 2011 NEA performance report. 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 and across jurisdictions are different from confidence intervals for comparing data across years within and across jurisdictions.

Attachment tables

Table NEA.2.1	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.2	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.3	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.4	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.5	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.6	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.7	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.8	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.9	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)

Table NEA.2.10	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.11	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.12	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)

Box 7 **Comment on data quality**

Details are included in the comment on data quality for NEA Indicator 2.

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

Key amendments from previous cycle of reporting:	This target is based on target c in the previous NEA. There are no changes to the measures or data.
Outcomes:	Young people make a successful transition from school to work and further study Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
Measure:	Proportion of 20–24 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 20–24 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), by Indigenous status • *denominator* — number of 20–24 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:	NEA PI 4: The proportion of young people who have attained at least a year 12 or equivalent or AQF Certificate Level II/III or above
Data source:	*(Main)* Census of Population and Housing (Census). Data are available every 5 years *(Supplementary 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 an alternating 3-yearly cycle. *(Supplementary non-Indigenous)* Survey of Education and Work (SEW).
Data provider:	ABS

Data availability:	2011 — Census
Baseline:	2006
Cross tabulations provided:	State and territory, by Indigenous status

Box 8 **Results**

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

- Data are presented by State and Territory by Indigenous status in table NEA.4.2

Baseline data from the 2006 Census are available in the 2008 NEA performance report.

Attachment tables

Table NEA.4.2	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at AQF Certificate II level or above, by Indigenous status, 2011 (Census)

Box 9 **Comment on data quality**

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

Performance indicators

This report includes all 'performance indicators' from the NEA (table 10). 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 11).

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

Table 10 **Performance indicators in the National Education Agreement[a]**

Performance indicator	*Page no. in this report*
1. The rate of student attendance at school.	33
2. Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.	36
3. The proportion of students in the bottom and top levels of performance in international testing.	42
4. The proportion of young people who have attained at least a year 12 or equivalent or AQF Certificate Level II/III or above.	47
5. The proportion of young people participating in post-school education, training or employment.	52

a The performance indicators are presented in this table using the direct wording from pp. 9–10 of the NEA (COAG 2012a). This does not necessarily reflect the measures used to report against the indicators in this report.

Table 11 **Related performance indicators in the National Indigenous Reform Agreement[a]**

Performance indicator	*Page no. in this report*
6. Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9.	57
7. Attendance rates, Year 1 to Year 10.	61
8. Attainment of year 12 or equivalent.	63

a Performance indicators are presented in this table using the direct wording for the performance indicators in the revised NIRA (COAG 2012b). This does not necessarily reflect the measures used to report against the indicators in this report.

NEA Indicator 1 — The rate of student attendance at school

Key amendments from previous cycle of reporting:	This indicator is based on indicators 1 and 2 in the previous NEA, with the removal of the enrolment measures. There is no change to the remaining measures or data.
Outcomes:	All children are engaged in and benefiting from schooling Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
Measures:	There are two measures for this indicator: Measure 1(a): Attendance rates for students enrolled in years 1–10 Measure 1(b): Attendance rates for Indigenous and low SES students enrolled in years 1–10
Measure 1(a):	Attendance rates for students enrolled in years 1–10 The measure is defined as: • *numerator* — aggregate number of actual days in attendance in the collection period, for children in years 1–10 (children enrolled full time only) • *denominator* — aggregate number of possible days for attendance in the collection period, for children in years 1–10 (children enrolled full time only) and is expressed as a *rate per 100 days*
Measure 1(b):	Attendance rates for Indigenous and low SES students enrolled in years 1–10 The measure is defined as: • *numerator* — aggregate number of actual days in attendance in the collection period, for children in years 1–10 (children enrolled full time only), by Indigenous status • *denominator* — aggregate number of possible days for attendance in the collection period, for children in years 1–10 (children enrolled full time only), by Indigenous status and is expressed as a *rate per 100 days*
Data source:	National Schools Attendance Collection (NSAC). Data are available annually.
Data provider:	ACARA
Data availability:	2012
Cross tabulations provided:	Measure 1(a): State and Territory, by school sector, by year level, by • sex

Measure 1(b): State and Territory, by school sector, by year level, by
- Indigenous status

Box 10 **Results**

For this report, new data for this indicator are available for 2012.

- Data are presented by State and Territory by sex in tables NEA.1.1–3.
- Data are by presented by State and Territory by Indigenous status in tables NEA.1.4–6.

Data for 2011 are available in the 2011 NEA performance report. Data for 2010, 2009 and 2008 data are available in the 2010 NEA performance report and 2007 data are available from the 2009 NEA performance report.

Attachment tables

Table NEA.1.1	Student attendance rates, government schools, by sex, 2012 (per cent)
Table NEA.1.2	Student attendance rates, independent schools, by sex, 2012 (per cent)
Table NEA.1.3	Student attendance rates, Catholic schools, by sex, 2012 (per cent)
Table NEA.1.4	Student attendance rates, government schools, by Indigenous status, 2012 (per cent)
Table NEA.1.5	Student attendance rates, independent schools, by Indigenous status, 2012 (per cent)
Table NEA.1.6	Student attendance rates, Catholic schools, by Indigenous status, 2012 (per cent)

Box 11 **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 for individual school sectors within a State or Territory. State and territory and 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.
- The Steering Committee also notes the following issues:
- Data are not available by SES.
- Data comparability issues limit the usefulness of these data. ACARA has developed the National Standards for Student Attendance Data Reporting (National Standards) which were discussed by Education Senior officials (AEEYSOC) in November 2012. Subject to AEEYSOC (and potentially SCSEEC) endorsement, it is anticipated that nationally consistent attendance data will be available for reporting in 2015.
- Some states do not separately report the rates for ungraded students, which may affect the interpretation of year level data.

NEA Indicator 2 — Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.

Key amendments from previous cycle of reporting:	This indicator is based on indicators 4 and 5 in the previous NEA. There is no change to the individual measures or data.
Outcomes:	Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
Measures:	There are four measures for this indicator: Measure 2(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) Measure 2(b): NAPLAN mean scale scores for students (for reading, writing and numeracy, in years 3, 5, 7 and 9) Measure 2(c): 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) Measure 2(d): 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) 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
Data source:	National Assessment Program – Literacy and Numeracy (NAPLAN). Data are available annually
Data provider:	ACARA
Data availability:	2012
Cross tabulations provided:	Measures 2(a) and 2(b): 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

Measures 2(c) and 2(d):
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

Box 12 **Results**

For this report, new data for this indicator are available for 2012.

- Data for students who achieved at or above the national minimum standard are presented by State and Territory by:
  - Indigenous status in tables NEA.2.1–12
  - geolocation in tables NEA.2.1–12
  - parental education and parental occupation in tables NEA.2.13–24.
- Data for NAPLAN mean scale scores are presented by State and Territory by:
  - Indigenous status in tables NEA.2.25–36
  - geolocation in tables NEA.2.25–36
  - parental education and parental occupation in tables NEA.2.37–49.

Data for 2011 are available in the 2011 NEA performance report. Data for 2010 are available in the 2010 NEA performance report and 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 and across jurisdictions are different from confidence intervals for comparing data across years within and across jurisdictions.

Attachment tables

Table NEA.2.1	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.2	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.3	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.4	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)

Table NEA.2.5	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.6	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.7	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.8	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.9	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.10	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.11	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.12	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.13	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, 2012 (per cent)
Table NEA.2.14	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, 2012 (per cent)
Table NEA.2.15	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, 2012 (per cent)
Table NEA.2.16	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, 2012 (per cent)
Table NEA.2.17	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, 2012 (per cent)
Table NEA.2.18	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, 2012 (per cent)
Table NEA.2.19	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, 2012 (per cent)

Table NEA.2.20	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, 2012 (per cent)
Table NEA.2.21	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, 2012 (per cent)
Table NEA.2.22	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, 2012 (per cent)
Table NEA.2.23	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, 2012 (per cent)
Table NEA.2.24	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, 2012 (per cent)
Table NEA.2.25	NAPLAN mean scale scores for reading year 3 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)
Table NEA.2.26	NAPLAN mean scale scores for writing year 3 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)
Table NEA.2.27	NAPLAN mean scale scores for numeracy, year 3 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)
Table NEA.2.28	NAPLAN mean scale scores for reading, year 5 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)
Table NEA.2.29	NAPLAN mean scale scores for writing, year 5 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)
Table NEA.2.30	NAPLAN mean scale scores for numeracy, year 5 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)
Table NEA.2.31	NAPLAN mean scale scores for reading, year 7 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)
Table NEA.2.32	NAPLAN mean scale scores for writing, year 7 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)
Table NEA.2.33	NAPLAN mean scale scores for numeracy, year 7 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)
Table NEA.2.34	NAPLAN mean scale scores for reading, year 9 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)
Table NEA.2.35	NAPLAN mean scale scores for writing, year 9 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)
Table NEA.2.36	NAPLAN mean scale scores for numeracy, year 9 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score)

Table NEA.2.37	NAPLAN mean scale scores for reading, year 3 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.38	NAPLAN mean scale scores for writing, year 3 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.39	NAPLAN mean scale scores for numeracy, year 3 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.40	NAPLAN mean scale scores for reading, year 5 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.41	NAPLAN mean scale scores for writing, year 5 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.42	NAPLAN mean scale scores for numeracy, year 5 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.43	NAPLAN mean scale scores for reading, year 7 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.44	NAPLAN mean scale scores for writing, year 7 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.45	NAPLAN mean scale scores for numeracy, year 7 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.46	NAPLAN mean scale scores for reading, year 9 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.47	NAPLAN mean scale scores for writing, year 9 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.48	NAPLAN mean scale scores for numeracy, year 9 students, by State and Territory, by parental education and parental occupation, 2012 (scale score)
Table NEA.2.49	Proportion of students with parental education and parental occupation not stated, by State and Territory, by year, by learning domain, 2012 (per cent)

Box 13 **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, by Indigenous status and by socioeconomic status (parental education/occupation).
- 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 online on the proportions 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 online.

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. Results for NAPLAN writing from 2011 onwards are not comparable with results for previous 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 3 — The proportion of students in the bottom and top levels of performance in international testing

Key amendments from previous cycle of reporting:	This indicator is based on performance indicator 6 in the previous NEA. The title of this indicator has changed (this does not affect the measures or data for previous PISA reporting). New measures and data are available for Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).
Outcome:	Australian students excel by international standards
Measures:	There are two measures for this indicator: Measure 3(a): Proportion of students that achieved at or above the nationally agreed proficiency level for each of reading literacy, mathematical literacy and scientific literacy Measure 3(b): Proportion of students in top and bottom levels of performance for each of reading literacy, mathematical literacy and scientific literacy
Measure 3(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, 'Intermediate international benchmark' for TIMSS and PIRLS) for each of reading literacy, mathematical literacy and scientific literacy • *denominator* — total population of all students (15 year old students participating in PISA, year 4 and year 8 students participating in TIMSS and year 4 students participating in PIRLS) and is expressed as a *percentage*
Measure 3(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*

The measure for the top level for TIMSS and PIRLS is defined as:

- *numerator* — number of students who achieved at level 'Advanced International Benchmark' each on mathematic and scientific achievement (TIMSS), and reading literacy (PIRLS)
- *denominator* — total population of all students (year 4 and year 8 students participating in TIMSS and year 4 students participating in PIRLS)

and is expressed as a *percentage*

The measure for the bottom level for TIMSS and PIRLS is defined as:

- *numerator* — number of students who achieved at 'Low international benchmark' or below on each of mathematic and scientific achievement (TIMSS), and reading literacy (PIRLS)
- *denominator* — total population of all students (year 4 and year 8 students participating in TIMSS and year 4 students participating in PIRLS)

and is expressed as a *percentage*

Data sources:

Programme for International Student Assessment (PISA). Data are available every 3 years

Trends in International Mathematics and Science Study (TIMSS). Data are available every 4 years

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

Data provider:

Australian Council for Educational Research (ACER)

Data availability:

PISA — 2009 data published in previous cycle. No new data are available.

TIMSS — 2011

PIRLS — 2011

Cross tabulations provided:

For each of year 4 (TIMSS and PIRLS) and year 8 (TIMSS):

State and Territory, by:

- International benchmark (at or above intermediate, advanced, high, intermediate, low, below low, at or below low).

National, by:

- Sex
- Indigenous status
- geographical location of school (MCEETYA Schools Geographic Location Classification — Metropolitan, Provincial, Remote)
- level of parental education (year 8 students only)

Box 14 **Results**

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

- State and Territory data for student level of achievement in TIMSS and PIRLS are presented in tables NEA.3.1, NEA.3.5, NEA.3.10, NEA.3.14 and NEA.3.19.
- National data for student level of achievement in TIMSS and PIRLS are presented by:
  - sex in tables NEA.3.2, NEA.3.6, NEA.3.11, NEA.3.15 and NEA.3.20
  - Indigenous status in tables NEA.3.3, NEA.3.7, NEA.3.12, NEA.3.16 and NEA.3.21
  - geolocation in tables NEA.3.4, NEA.3.8, NEA.3.13, NEA.3.17 and NEA.3.22
  - parental education in tables NEA.3.9 and NEA.3.18.

There are no new data available for PISA. Updated PISA data are expected to be available for reporting in 2013.

Data for measure 3(a) (PISA data for 2006) are available in the baseline 2008 NEA performance report. Data for measure 3(b) (PISA data for 2006 and 2009) are available in the 2010 NEA performance report. TIMSS data for 2007 were sourced by the CRC and reported in their 2008 report.

Attachment tables

Table NEA.3.1	Proportion, relative standard error, and confidence intervals of Year 4 students international level of mathematics achievement in TIMSS assessments by State and Territory, 2011 (per cent)
Table NEA.3.2	Proportion, relative standard error, and confidence intervals of Year 4 students international level of mathematics achievement in TIMSS assessments by sex, 2011 (per cent)
Table NEA.3.3	Proportion, relative standard error, and confidence intervals of Year 4 students international level of mathematics achievement in TIMSS assessments by Indigenous status, 2011 (per cent)
Table NEA.3.4	Proportion, relative standard error, and confidence intervals of Year 4 students international level of mathematics achievement in TIMSS assessments by geolocation, 2011 (per cent)
Table NEA.3.5	Proportion, relative standard error, and confidence intervals of Year 8 students international level of mathematics achievement in TIMSS assessments by State and Territory, 2011 (per cent)
Table NEA.3.6	Proportion, relative standard error, and confidence intervals of Year 8 students international level of mathematics achievement in TIMSS assessments by sex, 2011 (per cent)
Table NEA.3.7	Proportion, relative standard error, and confidence intervals of Year 8 students international level of mathematics achievement in TIMSS assessments by Indigenous status, 2011 (per cent)

Table NEA.3.8	Proportion, relative standard error, and confidence intervals of Year 8 students international level of mathematics achievement in TIMSS assessments by geolocation, 2011 (per cent)
Table NEA.3.9	Proportion, relative standard error, and confidence intervals of Year 8 students international level of mathematics achievement in TIMSS assessments by State and Territory, by parental education and parental occupation, 2011 (per cent)
Table NEA.3.10	Proportion, relative standard error, and confidence intervals of Year 4 students international level of scientific achievement in TIMSS assessments by State and Territory, 2011 (per cent)
Table NEA.3.11	Proportion, relative standard error, and confidence intervals of Year 4 students international level of scientific achievement in TIMSS assessments by sex, 2011 (per cent)
Table NEA.3.12	Proportion, relative standard error, and confidence intervals of Year 4 students international level of scientific achievement in TIMSS assessments by Indigenous status, 2011 (per cent)
Table NEA.3.13	Proportion, relative standard error, and confidence intervals of Year 4 students international level of scientific achievement in TIMSS assessments by geolocation, 2011 (per cent)
Table NEA.3.14	Proportion, relative standard error, and confidence intervals of Year 8 students international level of scientific achievement in TIMSS assessments by State and Territory, 2011 (per cent)
Table NEA.3.15	Proportion, relative standard error, and confidence intervals of Year 8 students international level of scientific achievement in TIMSS assessments by sex, 2011 (per cent)
Table NEA.3.16	Proportion, relative standard error, and confidence intervals of Year 8 students international level of scientific achievement in TIMSS assessments by Indigenous status, 2011 (per cent)
Table NEA.3.17	Proportion, relative standard error, and confidence intervals of Year 8 students international level of scientific achievement in TIMSS assessments by geolocation, 2011 (per cent)
Table NEA.3.18	Proportion, relative standard error, and confidence intervals of Year 8 students international level of scientific achievement in TIMSS assessments by State and Territory, by parental education and parental occupation, 2011 (per cent)
Table NEA.3.19	Proportion, relative standard error, and confidence intervals of Year 4 students international level of reading literacy in PIRLS assessments by State and Territory, 2011 (per cent)
Table NEA.3.20	Proportion, relative standard error, and confidence intervals of Year 4 students international level of reading literacy in PIRLS assessments by sex, 2011 (per cent)
Table NEA.3.21	Proportion, relative standard error, and confidence intervals of Year 4 students international level of reading literacy in PIRLS assessments by Indigenous status, 2011 (per cent)
Table NEA.3.22	Proportion, relative standard error, and confidence intervals of Year 4 students international level of reading literacy in PIRLS assessments by Geolocation, 2011 (per cent)

Box 15 **Comment on data quality**

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

- The data provide relevant information on the proportions of students in the bottom and top levels of performance in international testing.
- This report includes data on:
  - year 4 and year 8 mathematics and science achievement from TIMSS. Data are available for TIMSS every four years.
  - year 4 reading literacy from PIRLS.
- Data from TIMSS and PIRLS are available by State and Territory. National level data are available by Indigenous status and socioeconomic status (parental education).
- TIMSS data are available every four years.
- TIMSS and PIRLS data are collected by ACER as part of the National Assessment Program. Participation of selected schools is mandatory, and participation of students is voluntary.

The Steering Committee also notes the following issues:

- The disaggregation of data for students in the 'top' and 'bottom' levels of performance has generally resulted in larger RSEs than for the disaggregation of data for students at the 'nationally agreed proficiency level'. Larger RSEs may affect the ability to identify significant changes over time.
- Previous reports have included data on students reading literacy, mathematical literacy and scientific literacy from PISA. PISA data are available every three years, with updated data expected to be available for reporting in 2013.
- Australia participated in PIRLS for the first time in 2011 and future participation is uncertain.
- Year four students who participated in TIMSS and PIRLS were from the same sample.
- PIRLS is a particular view of reading literacy, which may or may not align to frameworks in some States and Territories. In addition, the sampling framework for these tests is such that results for smaller jurisdictions may not be as reliable as the national results.

NEA Indicator 4 — The proportion of young people who have attained at least a year 12 or equivalent or AQF Certificate Level II/III or above

Key amendments from previous cycle of reporting:	This indicator is based on performance indicators 7 and 8 from the previous NEA, with the addition of two new measures (4(c) and 4(d)). Data for measures 4(c) and 4(d) are provided backcast to the baseline of 2008 (or 2006 for Census). In accordance with the recommendations in the NEA review report endorsed by COAG, national data are provided from the SEW with State and Territory data provided from the Census.
Outcomes:	Young people make a successful transition from school to work and further study Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
Measures:	There are four measures for this indicator: Measure 4(a): The proportion of the population of young people aged 20–24 years who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II or above Measure 4(b): The proportion of the populations of Indigenous and low SES young people aged 20–24 years who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II or above Measure 4(c): The proportion of the population of young people aged 20–24 years who have completed Year 12 or equivalent or gained a qualification at AQF Certificate III or above Measure 4(d): The proportion of the populations of Indigenous and low SES young people aged 20–24 years who have completed Year 12 or equivalent or gained a qualification at AQF Certificate III or above Census and SEW data: Persons whose highest level of attainment 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 not included in the numerator SEW data: people whose highest level of attainment cannot be determined are assumed to have attained below Certificate II and are therefore not included in the numerator Census data: people whose educational attainment is not stated or inadequately described are excluded
Measure 4(a):	The proportion of the population of young people aged 20–24 years who have completed year 12 or equivalent or gained a qualification at AQF Certificate Level II or above The measure is defined as: • *numerator* — number of 20–24 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 20–24 year olds in the population and is expressed as a *percentage*.
Measure 4(b):	The proportion of the populations of Indigenous and low SES young people aged 20–24 years who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II or above The measure is defined as: • *numerator* — number of 20–24 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), by Indigenous status and SES • *denominator* — number of 20–24 year olds in the population, by Indigenous status and SES and is expressed as a *percentage*
Measure 4(c):	The proportion of the population of young people aged 20-24 years who have completed Year 12 or equivalent or gained a qualification at AQF Certificate III or above The measure is defined as: • *numerator* — number of 20–24 year olds who self-identify as having attained a year 12 or AQF Certificate Level III or above (excludes Certificate nfd) • *denominator* — number of 20–24 year olds in the population and is expressed as a *percentage*
Measure 4(d):	The proportion of the populations of Indigenous and low SES young people aged 20–24 years who have completed Year 12 or equivalent or gained a qualification at AQF Certificate III or above The measure is defined as: • *numerator* — number of 20–24 year olds who self-identify as having attained a year 12 or AQF Certificate Level III or above (excludes certificate nfd), by Indigenous status and SES • *denominator* — number of 20–24 year olds in the population, by Indigenous status and SES and is expressed as a *percentage*
Data source:	*(Main)* Census of Population and Housing (Census). Data are available every 5 years *(Supplementary and Supplementary non-Indigenous)* Survey of Education and Work (SEW). Data are available annually *(Supplementary 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 an alternating 3-yearly cycle.
Data provider (all	ABS

measures):

Data availability:	Census — 2011 (current year) and 2006 (backcast for two new measures 4(c) and (d)) SEW — 2012 (current year) and 2011, 2010, 2009, 2008 (backcast for one new measure 4(d)) NATSISS — 2008 (backcast for one new measure 4(d))
Cross tabulations provided:	State and Territory (Census data), by: • total • SES (SEIFA IRSD) • Indigenous status National (SEW), by: • total • SES (SEIFA IRSD) National (SEW and NATSISS data), by: • Indigenous status

Box 16 **Results**

For this report, new data for this indicator are available for 2011 (Census) and 2012 (SEW).

- Census data are presented by State and Territory in tables NEA.4.1 and NEA.4.5. State and territory data are also presented by:
  - Indigenous status in tables NEA.4.2 and NEA.4.6
  - SES (SEIFA IRSD quintiles) in tables NEA.4.3 and NEA.4.7
- Census data for 2006 are available in tables NEA.4.9–11
- National SEW data are presented by:
  - SES (SEIFA IRSD quintiles) for each year of data in tables NEA.4.12–14 and NEA.4.16
  - Indigenous status (2008 only) in table NEA.4.15.

For SEW data, 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.

Historical Census and SEW data for measure 4(a), 4(b) and SEW data for measure 4(c) for 2011 are available in the 2011 NEA performance report, 2010 results are available in the 2010 NEA performance report, and for 2009 and 2008 results are available in the 2009 NEA performance report.

Attachment tables

Table NEA.4.1	Proportion of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate II level or above, 2011 (Census)

Table NEA.4.2	Proportion of young people aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at AQF Certificate II level or above, by Indigenous status, 2011 (Census)
Table NEA.4.3	Proportion of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate II level or above, by SEIFA IRSD quintiles, 2011 (Census)
Table NEA.4.4	Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate II level or above, by SEIFA IRSD quintiles 2012
Table NEA.4.5	Proportion of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, 2011 (Census)
Table NEA.4.6	Proportion of young people aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at AQF Certificate III level or above, by Indigenous status, 2011 (Census)
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Table NEA.4.8	Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles 2012
Table NEA.4.9	Proportion of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, 2006
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Table NEA.4.14	Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles, 2009
Table NEA.4.15	Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at AQF Certificate III level or above, by Indigenous status, 2008

Table NEA.4.16	Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed Year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles, 2008

Box 17 **Comment on data quality**

The DQSs for this indicator have been prepared by the ABS and are included in their original form in the section of this report titled 'Data Quality Statements'. Key points from the DQSs are summarised below.

- The Census and SEW provide relevant information on the proportion of the 20–24 year old population who have completed year 12 or equivalent or AQF Certificate II/III or above.
- Data are available by State and Territory from the Census. Data by Indigenous status are available from the Census and nationally from the NATSISS and SEW for 2008. Data are available by SES from the Census (State and Territory) and the SEW (national).
- Census data are available every five years. The most recent data are for 2011. Data from the SEW are collected annually, with the most recent data for 2012. Indigenous status is available every five years from the Census and every three years (from 2008) on a rotating basis from the NATSISS/NATSIHS (now AATSIHS) (Indigenous population, with the annual SEW data providing a non-Indigenous comparator).
- There are differences between Census and SEW in scope, coverage, timing and collection methods:
  - The accuracy of Census data are affected by the level of non-response for required data items. This is not applicable to survey data.
  - The SEW is generally able to measure small changes in performance measures at the national level but is not designed to measure changes at the jurisdictional level with the same level of accuracy as the Census.
  - The SEW excludes persons in Indigenous communities in very remote areas. This has a minor effect on estimates by State and Territory over time, except for the NT, where remote Indigenous communities account for about 15 per cent of the population.
- Detailed explanatory notes are publicly available to assist in interpretation of results.

The Steering Committee also notes the following issues:

- Census data are not directly comparable to SEW data.
- Under the previous NEA framework, SEW data were reported by State and Territory. The COAG review of the NEA performance framework stated that reporting of this indicator should use Census data for State and Territory data and the SEW at the national level only.
- At requested in the COAG review of the NEA performance framework, ACARA is leading work to develop measures for this indicator based on administrative data.

NEA Indicator 5 — The proportion of young people participating in post-school education, training or employment.

Key amendments from previous cycle of reporting:	This is a new performance indicator (replaces previous NEA indicators 9 and 10). Data are provided backcast to the baseline of 2008. In accordance with the recommendations in the NEA review report endorsed by COAG, national data are provided from the SEW with State and Territory data provided from the Census.
Outcome:	Young people make a successful transition from school to work and further study
Measures:	The proportion of people aged 17–24 years participating in post school education, training or employment The measure is defined as: • *numerator* — number of people aged 17–24 years who are fully engaged in post school education, training or employment • *denominator* — number of people aged 17–24 years who are not at school 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 Census data: People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are excluded. People who did not state their labour force status and did not state their student status are excluded.
Data source:	*(Main)* Census of Population and Housing (Census). Data are available every 5 years *(Supplementary and Supplementary non-Indigenous)* Survey of Education and Work (SEW). Data are available annually *(Supplementary 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 an alternating 3-yearly cycle.
Data provider:	ABS
Data availability:	Census — 2011 (current year) and 2006 (backcast for new indicator) SEW — 2012 (current year) and 2011, 2010, 2009, 2008 (backcast for new indicator) NATSISS — 2008 (backcast for new indicator)
Cross tabulations provided:	National (SEW and NATSISS data), by: • engagement (engaged through full time study and full time employment, primarily engaged through full time study, primarily engaged through full time employment, engaged through part time

study and part time employment, not fully engaged, total)

- SES (SEIFA IRSD), by type of engagement (engaged through full time study and full time employment, primarily engaged through full time study, primarily engaged through full time employment, engaged through part time study and part time employment, not fully engaged, total).
- Indigenous status, by type of engagement (engaged through full time study and full time employment, primarily engaged through full time study, primarily engaged through full time employment, engaged through part time study and part time employment, not fully engaged, total).

State and Territory (Census data), by

- engagement (engaged through full time study and full time employment, primarily engaged through full time study, Primarily engaged through full time employment, engaged through part time study and part time employment, not fully engaged, total).
- SES (SEIFA IRSD), by type of engagement (engaged through full time study and full time employment, primarily engaged through full time study, primarily engaged through full time employment, engaged through part time study and part time employment, not fully engaged, total).
- Indigenous status, by type of engagement (engaged through full time study and full time employment, primarily engaged through full time study, primarily engaged through full time employment, engaged through part time study and part time employment, not fully engaged, total).

Box 18 **Results**

As this is a new indicator, data are provided for the most recent year and back to the baseline. Census data are provided for 2011 and 2006. SEW data are available for 2012, 2011, 2010, 2009, and 2008.

- Census data are presented by State and Territory in table NEA.5.1. State and territory data are also presented by:
  - SES (SEIFA IRSD quintiles) in table NEA.5.3
  - Indigenous status in table NEA.5.5.
- Census data for 2006 are presented in tables NEA.5.2, NEA.5.4 and NEA.5.6.
- SEW data are presented at the national level and are available by:
  - SES (SEIFA IRSD quintiles) for each year of data in tables NEA.5.7–11
  - Indigenous status (2008 only) in table NEA.5.12.

For the SEW data, 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.5.1	Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory, 2011 (Census)
Table NEA.5.2	Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory, 2006 (Census)
Table NEA.5.3	Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD, 2011 (Census) (per cent)
Table NEA.5.4	Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD, 2006 (Census) (per cent)
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Table NEA.5.7	Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2012
Table NEA.5.8	Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2011

Table NEA.5.9	Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2010
Table NEA.5.10	Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2009
Table NEA.5.11	Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2008
Table NEA.5.12	Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by Indigenous status, 2008

Box 19 **Comment on data quality**

The DQSs for this indicator have been prepared by the ABS and are included in their original form in the section of this report titled 'Data Quality Statements'. Key points from the DQSs are summarised below.

- The Census and SEW provide relevant information on the proportion of people aged 17–24 years participating in post school education, training or employment.
- Data are available by State and Territory from the Census. Data by Indigenous status are available from the Census and nationally from the NATSISS and SEW for 2008. Data are available by SES from the Census (State and Territory) and the SEW (national).
- Census data are available every five years. The most recent data are for 2011. Data from the SEW are collected annually, with the most recent data for 2012. Indigenous status is 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).
- There are differences between Census and SEW in scope, coverage, timing and collection methods:
  - The accuracy of Census data are affected by the level of non-response for required data items. This is not applicable to survey data.
  - The SEW is generally able to measure small changes in performance measures at the national level but is not designed to measure changes at the jurisdictional level with the same level of accuracy as the Census.
  - The SEW excludes persons in Indigenous communities in very remote areas. This has a minor effect on estimates by State and Territory over time, except for the NT, where remote Indigenous communities account for about 15 per cent of the population.
- Detailed explanatory notes are publicly available to assist in interpretation of results.

The Steering Committee also notes the following issues:

- Under the previous NEA framework, SEW data were reported by State and Territory. The COAG review of the NEA performance framework stated that reporting of this indicator should use Census data for State and Territory data and the SEW at the national level only.

NEA Indicator 6 — Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9

[This indicator relates directly to PI 11 in the NIRA and PI 2 in the NEA]

Key amendments from previous cycle of reporting:	This indicator is based on indicator 11 in the old NEA. There is no change to the individual measures or data.
Outcomes:	Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.
Measures:	There are two measures for this indicator: Measure 6(a): the proportion of students at or above the national minimum standard for reading, writing and numeracy, in years 3, 5, 7 and 9, by Indigenous status Measure 6(b): the rates of participation in NAPLAN reading, writing and numeracy tests — years 3, 5, 7 and 9, by Indigenous status
Measure 6(a)	Percentage of students at or above the national minimum standard for reading, writing and numeracy, in years 3, 5, 7 and 9, by Indigenous status 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 6(b)	Rates of participation in NAPLAN reading, writing and numeracy tests — years 3, 5, 7 and 9, by Indigenous status The measure is defined as: • *numerator* — number of assessed and exempt students in years 3, 5, 7 and 9, by Indigenous status • *denominator* — total number of students (including those absent and withdrawn) in years 3, 5, 7 and 9, by Indigenous status and is presented as a *rate per 100 population*

Data source:	National Assessment Program – Literacy and Numeracy (NAPLAN). Data are available annually.
Data provider:	ACARA
Data availability:	2012
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, by • Geolocation (MCEETYA geographical location classification)

Box 20 **Results (measure 6a)**

For this report, new data for this indicator are available for 2012.

- Data for students who achieved at or above the national minimum standard are presented by State and Territory by Indigenous status in tables NEA.2.1–12.

Data for 2011 are available in the 2011 NEA performance report. Data for 2010 are available in the 2010 NEA performance report and 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 and across jurisdictions are different from confidence intervals for comparing data across years within and across jurisdictions.

Attachment tables (measure 6a)

Table NEA.2.1	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.2	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
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Table NEA.2.4	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
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Table NEA.2.8	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.9	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
Table NEA.2.10	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)
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Table NEA.2.12	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)

Box 21 **Comment on data quality (measure 6a)**

Details are included in the comment on data quality for NEA Indicator 2.

Box 22 **Results (measure 6b)**

For this report, new data for this indicator are available for 2012.

- Data for the rates of participation in NAPLAN are presented by State and Territory by Indigenous status in tables NEA.6(b).1–4.

Additional data on the proportion of students exempt, absent and withdrawn are available for 2012.

- Data by State and Territory, by Indigenous status are presented in tables NEA.6(b).5–7.

Data for 2011 are available in the 2011 NEA performance report. Data for 2010 and 2009 are available in the 2010 NEA performance report. Data for 2008 are available in the 2009 NEA performance report.

Attachment tables (measure 6b)

Table NIRA.6(b).1	Year 3 student participation in assessment, by Indigenous status, 2012 (per cent)
Table NIRA.6(b).2	Year 5 student participation in assessment, by Indigenous status, 2012 (per cent)
Table NIRA.6(b).3	Year 7 student participation in assessment, by Indigenous status, 2012 (per cent)
Table NIRA.6(b).4	Year 9 student participation in assessment, by Indigenous status, 2012 (per cent)
Table NIRA.6(b).5	Proportion of student exemptions, by Indigenous status, 2012 (per cent)
Table NIRA.6(b).6	Proportion of student absences, by Indigenous status, 2012 (per cent)
Table NIRA.6(b).7	Proportion of student withdrawals, by Indigenous status, 2012 (per cent)

Box 23 **Comment on data quality (measure 6b)**

The DQS for this indicator has been prepared by ACARA and is included in its original form in the section in this report title '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.
- All data are collected annually. The most recent data available are for 2012.
- Students are classified in four ways: assessed, exempt, absent and withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard. Absent and withdrawn students are not assessed and are not included in the calculation. Data are provided on the proportions of students who were exempt, absent and withdrawn.
- Detailed explanatory notes are publicly available to assist in the interpretation.
- Additional data from the data source are available online.

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

NEA Indicator 7 — Attendance rates year 1 to year 10

[This indicator relates directly to PI 13 in the NIRA and PI 1 in the NEA]

Key amendments from previous cycle of reporting:	This indicator is based on indicator 12 in the old NEA. There is no change to the individual measures or data.
Outcomes:	All children are engaged in and benefiting from schooling. Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.
Measure:	The measure is defined as follows: • *numerator* — aggregate number of actual days in attendance in the collection period, for children in years 1–10 (children enrolled full time only), by Indigenous status • *denominator* — aggregate number of possible days for attendance in the collection period, for children in years 1–10 (children enrolled full time only), by Indigenous status and is expressed as a *rate per 100 possible days of attendance*
Data source:	National Schools Attendance Collection (NSAC) data. Data are available annually
Data provider:	ACARA
Data availability:	2012
Cross tabulations provided:	State and Territory, by school sector, by year level, by • Indigenous status

Box 24 **Results**

For this report, new data for this indicator are available for 2012.

- Data on the rate of school attendance are presented by State and Territory by Indigenous status in tables NEA.1.4–6.

Data for 2011 are available in the 2011 NEA performance report. Data for 2010, 2009 and 2008 data are available in the 2010 NEA performance report and 2007 data are available from the 2009 NEA performance report.

Attachment tables

Table NEA.1.4	Student attendance rates, government schools, by Indigenous status, 2012 (per cent)
Table NEA.1.5	Student attendance rates, independent schools, by Indigenous status, 2012 (per cent)
Table NEA.1.6	Student attendance rates, Catholic schools, by Indigenous status, 2012 (per cent)

Box 25 **Comment on data quality**

Details are included in the comment on data quality for NEA Indicator 1.

NEA Indicator 8 — Attainment of year 12 or equivalent

[This indicator relates to PI 12 in the NIRA and PI 4 in the NEA]

Key amendments from previous cycle of reporting:	This indicator is based on indicator 13 in the old NEA. There is no change to the individual measures or data.
Outcomes:	Young people make a successful transition from school to work and further study. Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.
Measures:	There are two measures for this indicator: Measure 8(a): Proportion of the 20−24 year old population having attained at least a Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate level II or above, by Indigenous status Measure 8(b): Year 12 certification, by Indigenous status
Measure 8(a):	Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Certificate II or above , by Indigenous status 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 AQF Certificate II or equivalent or above • *denominator* — total population of people aged 20–24 years and is presented as a *rate per 100 population* Persons whose level of study is determined to be certificate level but is not able to be further defined (i.e. Certificate not further defined (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)
Measure 8(b):	Measure yet to be developed
Data sources:	*(Main)* Census of Population and Housing (Census). Data are available every five years *(Supplementary Indigenous)* National Aboriginal and Torres Strait Islander Social Survey (NATSISS) Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS). 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:	Census — 2011 SEW — 2012 (not provided as no new NATSISS/NATSIHS data available)
Cross tabulations provided:	State and Territory (Census), by • Indigenous status

Box 26 **Results**

For this report, new data for this indicator are available for 2011 (Census) and 2012 (supplementary data source).

- Data are presented by State and Territory by Indigenous status in table NEA.4.2.

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

Results for 2011 SEW data are available in the 2011 NEA performance report. Baseline 2006 Census data are available in the 2008 NEA performance report.

Attachment tables

Table NEA.4.2	Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at AQF Certificate II level or above, by Indigenous status, 2011 (Census)

Box 27 **Comment on data quality**

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

National Education Agreement performance reporting

— data tables

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Table NEA.1.2 Student attendance rates, independent schools, by sex, 2012 (per cent)

Table NEA.1.3 Student attendance rates, Catholic schools, by sex, 2012 (per cent)

Table NEA.1.4 Student attendance rates, government schools, by Indigenous status, 2012 (per cent)

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Table NEA.2.1 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent)

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Performance Targets

NEA Target a:

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

See NEA Indicator 4, NEA.4.4 and NEA.4.1

NEA Target b:

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

See NEA Indicator 4, NEA.4.8 and NEA.4.5

NEA Target c:

Halve the gap for Indigenous students in reading, writing and numeracy by 2018

See NEA Indicator 2, tables NEA.2.1–12

NEA Target d:

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

See NEA Indicator 4, tables NEA.4.2 and 4.8

Performance Indicators

NEA Indicator 1:

The rate of student attendance at school

Table NEA.1.1 **Student attendance rates, government schools, by sex, 2012 (per cent) (a), (b)**

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

Table NEA.1.1 **Student attendance rates, government schools, by sex, 2012 (per cent) (a), (b)**

	year 1	*year 2*	*year 3*	*year 4*	*year 5*	*year 6*	*year 7*	*year 8*	*year 9*	*year 10*	*Primary ungraded*	*Secondary ungraded*
Female	93	93	93	92	93	93	92	89	88	87	na	na
Total	**93**	**93**	**93**	**93**	**93**	**92**	**92**	**89**	**88**	**87**	**na**	**na**
NT												
Male	82	81	81	80	81	81	78	77	76	74	33	91
Female	80	81	84	82	83	82	80	77	75	74	100	93
Total	**81**	**81**	**82**	**81**	**82**	**81**	**79**	**77**	**76**	**74**	**60**	**92**

(a) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(b) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

Table NEA.1.2 **Student attendance rates, independent schools, by sex, 2012 (per cent) (a), (b)**

	year 1	*year 2*	*year 3*	*year 4*	*year 5*	*year 6*	*year 7*	*year 8*	*year 9*	*year 10*	*Primary ungraded*	*Secondary ungraded*
NSW												
Male	95	95	96	95	95	94	95	95	94	93	92	94
Female	94	95	95	95	95	95	95	94	93	92	91	97
Total	**94**	**95**	**95**	**95**	**95**	**95**	**95**	**94**	**94**	**93**	**92**	**95**
Vic												
Male	94	95	95	95	95	94	95	93	94	94	86	82
Female	95	94	95	95	95	94	95	94	93	93	94	79
Total	**94**	**95**	**95**	**95**	**95**	**94**	**95**	**94**	**93**	**93**	**89**	**81**
Qld												
Male	94	94	95	94	95	95	95	94	94	93	93	70
Female	94	94	94	94	95	94	95	94	94	93	91	70
Total	**94**	**94**	**95**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**92**	**70**
WA												
Male	94	94	94	95	95	94	95	95	94	92	100	30
Female	94	94	94	94	95	94	95	94	93	92	na	24
Total	**94**	**94**	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**92**	**100**	**27**
SA												
Male	94	94	95	95	94	94	94	94	94	94	91	95
Female	94	94	95	94	95	94	94	94	93	92	86	98
Total	**94**	**94**	**95**	**95**	**94**	**94**	**94**	**94**	**93**	**93**	**89**	**95**
Tas												
Male	94	95	95	93	94	94	93	93	94	93	84	99
Female	93	93	94	95	94	96	94	92	93	92	100	100
Total	**94**	**94**	**94**	**94**	**94**	**95**	**94**	**93**	**94**	**92**	**86**	**99**
ACT												
Male	94	93	94	95	95	95	96	95	94	95	na	na

Table NEA.1.2 **Student attendance rates, independent schools, by sex, 2012 (per cent) (a), (b)**

	year 1	*year 2*	*year 3*	*year 4*	*year 5*	*year 6*	*year 7*	*year 8*	*year 9*	*year 10*	*Primary ungraded*	*Secondary ungraded*
Female	92	93	92	90	91	87	94	81	91	78	na	na
Total	**93**	**93**	**93**	**93**	**93**	**91**	**95**	**88**	**92**	**86**	**na**	**na**
NT												
Male	90	91	91	93	92	92	88	87	87	86	na	43
Female	89	93	92	93	91	92	89	89	88	85	na	51
Total	**89**	**92**	**92**	**93**	**91**	**92**	**89**	**88**	**88**	**85**	**na**	**48**

(a) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(b) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

Table NEA.1.3 **Student attendance rates, Catholic schools, by sex, 2012 (per cent) (a), (b)**

	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	95	95	94	94	93	93	92	93	na
Female	94	94	95	94	95	94	95	93	93	91	91	na
Total	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**93**	**92**	**92**	**na**
Vic												
Male	94	94	95	94	95	94	94	93	93	93	95	99
Female	94	95	95	94	95	94	94	93	92	92	95	91
Total	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**92**	**93**	**95**	**94**
Qld												
Male	93	94	94	94	94	94	94	94	93	92	na	67
Female	93	94	94	93	94	93	94	94	93	92	na	76
Total	**93**	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**92**	**na**	**69**
WA												
Male	93	94	95	94	95	95	95	94	94	94	na	na
Female	94	93	94	94	95	95	95	94	93	92	na	na
Total	**94**	**94**	**94**	**94**	**95**	**95**	**95**	**94**	**93**	**93**	**na**	**na**
SA												
Male	94	94	95	94	94	93	93	92	91	91	95	96
Female	94	94	95	94	94	94	94	93	92	91	93	92
Total	**94**	**94**	**95**	**94**	**94**	**94**	**93**	**93**	**91**	**91**	**94**	**94**
Tas												
Male	94	95	94	94	95	94	93	92	91	91	na	na
Female	94	94	94	94	95	94	93	92	90	88	na	na
Total	**94**	**94**	**94**	**94**	**95**	**94**	**93**	**92**	**91**	**90**	**na**	**na**
ACT												
Male	93	95	94	95	94	93	92	89	91	92	na	na

Table NEA.1.3 **Student attendance rates, Catholic schools, by sex, 2012 (per cent) (a), (b)**

	year 1	*year 2*	*year 3*	*year 4*	*year 5*	*year 6*	*year 7*	*year 8*	*year 9*	*year 10*	*Primary ungraded*	*Secondary ungraded*
Female	93	94	95	94	94	93	91	89	88	87	na	na
Total	**93**	**94**	**94**	**94**	**94**	**93**	**92**	**89**	**90**	**89**	**na**	**na**
NT												
Male	79	82	78	82	84	83	80	84	82	82	na	na
Female	82	80	83	84	82	85	83	85	82	85	na	na
Total	**80**	**81**	**81**	**83**	**83**	**84**	**82**	**85**	**82**	**84**	**na**	**na**

(a) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(b) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

Table NEA.1.4 **Student attendance rates, government schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	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	90	85	81	78	75	88	73
Non-Indigenous	94	94	95	95	94	94	93	91	89	88	92	85
Total	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**90**	**89**	**87**	**91**	**83**
Vic												
Indigenous	89	90	90	90	89	88	89	85	84	83	85	82
Non-Indigenous	94	94	94	94	94	94	94	92	91	92	91	88
Total	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**91**	**91**	**90**	**88**
Qld												
Indigenous	86	86	87	87	86	87	86	83	79	77	na	na
Non-Indigenous	93	93	93	93	93	93	93	91	89	88	na	na
Total	**92**	**93**	**93**	**93**	**93**	**93**	**92**	**91**	**88**	**87**	**na**	**na**
WA												
Indigenous	80	81	82	82	82	81	80	72	67	64	na	na
Non-Indigenous	93	93	94	94	94	94	93	91	89	88	na	95
Total	**92**	**92**	**93**	**93**	**93**	**93**	**92**	**89**	**87**	**86**	**na**	**95**
SA												
Indigenous	80	81	82	81	83	81	81	77	72	73	81	78
Non-Indigenous	92	93	93	93	93	93	92	91	88	87	91	90
Total	**92**	**92**	**93**	**92**	**92**	**92**	**92**	**90**	**88**	**86**	**91**	**89**
Tas												
Indigenous	92	93	93	91	92	92	89	84	82	78	na	na
Non-Indigenous	94	94	94	94	94	94	92	90	88	87	na	na
Total	**94**	**94**	**94**	**94**	**94**	**94**	**92**	**89**	**87**	**86**	**na**	**na**
ACT												
Indigenous	87	87	85	88	87	87	83	76	79	77	na	na

Table NEA.1.4 **Student attendance rates, government schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	year 1	*year 2*	*year 3*	*year 4*	*year 5*	*year 6*	*year 7*	*year 8*	*year 9*	*year 10*	*Primary ungraded*	*Secondary ungraded*
Non-Indigenous	93	93	94	93	93	93	92	90	88	87	na	na
Total	**93**	**93**	**93**	**93**	**93**	**92**	**92**	**89**	**88**	**87**	**na**	**na**
NT												
Indigenous	68	70	72	71	72	71	68	64	60	55	60	88
Non-Indigenous	91	92	92	92	92	92	90	88	88	85	na	92
Total	**81**	**81**	**82**	**81**	**82**	**81**	**79**	**77**	**76**	**74**	**60**	**92**

(a) Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

(b) Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated. Information on the proportion of unknown/not stated Indigenous status can be found in the National Student Attendance Data Collection DQS.

(c) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(d) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

Table NEA.1.5 **Student attendance rates, independent schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	year 1	*year 2*	*year 3*	*year 4*	*year 5*	*year 6*	*year 7*	*year 8*	*year 9*	*year 10*	*Primary ungraded*	*Secondary ungraded*
NSW												
Indigenous	91	91	93	91	91	93	91	92	83	79	84	100
Non-Indigenous	95	95	96	95	95	95	95	94	94	93	92	95
Total	**94**	**95**	**95**	**95**	**95**	**95**	**95**	**94**	**94**	**93**	**92**	**95**
Vic												
Indigenous	89	92	92	92	94	89	91	91	96	89	97	86
Non-Indigenous	94	95	95	95	95	94	95	94	93	93	88	81
Total	**94**	**95**	**95**	**95**	**95**	**94**	**95**	**94**	**93**	**93**	**89**	**81**
Qld												
Indigenous	86	88	86	85	87	90	89	88	83	78	na	75
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	92	70
Total	**94**	**94**	**95**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**92**	**70**
WA												
Indigenous	84	85	87	86	87	81	92	85	75	65	na	19
Non-Indigenous	94	94	95	94	95	95	95	95	94	93	100	31
Total	**94**	**94**	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**92**	**100**	**27**
SA												
Indigenous	90	78	91	88	89	92	84	83	92	93	100	na
Non-Indigenous	94	95	95	95	94	94	94	94	93	93	89	95
Total	**94**	**94**	**95**	**95**	**94**	**94**	**94**	**94**	**93**	**93**	**89**	**95**
Tas												
Indigenous	93	84	94	90	96	93	95	93	92	93	na	na
Non-Indigenous	94	94	94	94	94	95	94	93	94	92	86	99
Total	**94**	**94**	**94**	**94**	**94**	**95**	**94**	**93**	**94**	**92**	**86**	**99**
ACT												
Indigenous	73	94	88	95	94	77	98	76	76	98	na	na

Table NEA.1.5 **Student attendance rates, independent schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	year 1	*year 2*	*year 3*	*year 4*	*year 5*	*year 6*	*year 7*	*year 8*	*year 9*	*year 10*	*Primary ungraded*	*Secondary ungraded*
Non-Indigenous	93	93	93	93	93	91	95	88	92	86	na	na
Total	**93**	**93**	**93**	**93**	**93**	**91**	**95**	**88**	**92**	**86**	**na**	**na**
NT												
Indigenous	77	77	75	85	79	81	76	74	75	71	na	48
Non-Indigenous	91	94	94	94	94	93	93	93	93	91	na	48
Total	**89**	**92**	**92**	**93**	**91**	**92**	**89**	**88**	**88**	**85**	**na**	**48**

(a) Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

(b) Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated. Information on the proportion of unknown/not stated Indigenous status can be found in the National Student Attendance Data Collection DQS.

(c) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(d) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

Table NEA.1.6 **Student attendance rates, Catholic schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	year 1	*year 2*	*year 3*	*year 4*	*year 5*	*year 6*	*year 7*	*year 8*	*year 9*	*year 10*	*Primary ungraded*	*Secondary ungraded*
NSW												
Indigenous	91	91	91	91	91	90	92	90	89	87	na	na
Non-Indigenous	94	94	95	94	95	94	95	93	93	92	92	na
Total	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**93**	**92**	**92**	**na**
Vic												
Indigenous	85	87	90	89	87	90	88	89	85	85	na	na
Non-Indigenous	94	95	95	94	95	94	94	93	92	93	95	94
Total	**94**	**94**	**95**	**94**	**95**	**94**	**94**	**93**	**92**	**93**	**95**	**94**
Qld												
Indigenous	87	87	90	89	89	88	90	91	89	86	na	69
Non-Indigenous	93	94	94	94	94	94	94	94	93	92	na	70
Total	**93**	**94**	**94**	**94**	**94**	**94**	**94**	**94**	**93**	**92**	**na**	**69**
WA												
Indigenous	77	79	81	78	86	81	82	80	82	80	na	na
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	na	na
Total	**94**	**94**	**94**	**94**	**95**	**95**	**95**	**94**	**93**	**93**	**na**	**na**
SA												
Indigenous	90	92	89	90	93	88	86	83	85	84	100	na
Non-Indigenous	94	94	95	94	94	94	94	93	92	91	94	94
Total	**94**	**94**	**95**	**94**	**94**	**94**	**93**	**93**	**91**	**91**	**94**	**94**
Tas												
Indigenous	95	92	93	92	93	91	91	90	89	88	na	na
Non-Indigenous	94	94	94	94	95	94	93	92	91	90	na	na
Total	**94**	**94**	**94**	**94**	**95**	**94**	**93**	**92**	**91**	**90**	**na**	**na**
ACT												
Indigenous	89	93	92	91	79	85	87	83	83	84	na	na

Table NEA.1.6 **Student attendance rates, Catholic schools, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	year 1	*year 2*	*year 3*	*year 4*	*year 5*	*year 6*	*year 7*	*year 8*	*year 9*	*year 10*	*Primary ungraded*	*Secondary ungraded*
Non-Indigenous	93	94	94	95	94	93	92	89	90	90	na	na
Total	**93**	**94**	**94**	**94**	**94**	**93**	**92**	**89**	**90**	**89**	**na**	**na**
NT												
Indigenous	63	66	67	64	66	67	65	73	67	71	na	na
Non-Indigenous	92	91	92	93	92	93	93	92	92	90	na	na
Total	**80**	**81**	**81**	**83**	**83**	**84**	**82**	**85**	**82**	**84**	**na**	**na**

(a) Indigenous refers to those who identify an origin of Aboriginal but not Torres Strait Islander, Torres Strait Islander but not Aboriginal, or both Aboriginal and Torres Strait Islander.

(b) Non-Indigenous refers to those who identify themselves as non-Indigenous or where Indigenous status is unknown/not stated. Information on the proportion of unknown/not stated Indigenous status can be found in the National Student Attendance Data Collection DQS.

(c) Student attendance rates are collected and provided as the whole number (rounded to zero decimal place).

(d) Different definitions and methodologies are used by jurisdictions and sectors to collect attendance, therefore data cannot currently be aggregated or averaged at the national level, or compared between jurisdictions.

na Not available.

Source: ACARA (unpublished) National Student Attendance Data Collection.

NEA Indicator 2:

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

Table NEA.2.1 Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	83.0	84.9	77.7	64.1	72.5	85.2	85.7	39.6	74.2
Non-Indigenous students	95.4	95.5	93.9	93.8	93.5	93.4	96.3	90.8	94.7
Geolocation									
Metropolitan	95.5	95.4	93.8	93.6	93.5	92.8	96.0	..	94.8
Provincial	92.7	94.3	91.5	90.5	91.0	92.9	np	87.0	92.3
Remote	83.8	95.3	84.9	83.5	92.5	95.7	..	76.4	84.3
Very remote	79.8	..	71.4	67.3	69.3	np	..	31.9	57.6
Total (c)	**94.8**	**95.2**	**92.7**	**91.8**	**92.6**	**92.9**	**96.0**	**68.9**	**93.6**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy,* Melbourne.

Table NEA.2.2 Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	87.4	90.5	81.7	71.2	79.5	90.4	88.4	37.1	78.3
Non-Indigenous students	96.7	96.6	95.7	96.3	96.0	96.0	96.6	93.5	96.4
Geolocation									
Metropolitan	96.8	96.3	95.6	96.0	95.7	95.6	96.4	..	96.2
Provincial	94.7	95.5	94.0	94.4	94.8	95.6	np	90.1	94.6
Remote	86.2	99.3	87.6	89.0	95.9	96.8	..	77.5	87.7
Very remote	87.4	..	75.0	72.2	73.8	np	..	27.3	59.2
Total (d)	**96.3**	**96.1**	**94.7**	**94.7**	**95.3**	**95.6**	**96.4**	**69.3**	**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 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.

(d) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy,* Melbourne.

Table NEA.2.3 Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	82.9	85.9	74.1	63.9	66.7	86.0	84.0	39.5	72.7
Non-Indigenous students	95.7	95.9	94.2	94.5	93.0	94.5	96.8	92.9	95.1
Geolocation									
Metropolitan	95.8	95.8	94.0	94.2	92.9	93.7	96.5	..	95.1
Provincial	92.9	94.8	91.6	91.1	90.2	94.0	np	88.5	92.6
Remote	83.0	97.1	84.7	85.3	91.2	97.3	..	76.2	84.6
Very remote	83.4	..	64.8	69.6	64.9	np	..	33.2	56.7
Total (c)	**95.1**	**95.6**	**92.7**	**92.5**	**91.9**	**93.9**	**96.5**	**70.0**	**93.9**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy,* Melbourne.

Table NEA.2.4 Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	77.6	81.4	65.5	53.6	63.8	80.7	80.4	27.4	64.7
Non-Indigenous students	93.7	94.4	90.9	92.4	91.8	91.4	95.3	89.0	93.1
Geolocation									
Metropolitan	93.7	94.4	90.7	92.0	91.6	90.5	94.9	..	93.1
Provincial	91.0	93.0	87.7	88.5	89.9	90.8	np	83.0	90.4
Remote	79.0	97.4	75.8	80.6	88.2	92.2	..	71.8	79.6
Very remote	71.1	..	56.8	53.3	54.2	np	..	17.8	41.8
Total (c)	**92.9**	**94.1**	**89.1**	**89.6**	**90.7**	**90.7**	**94.9**	**61.3**	**91.6**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy* , Melbourne.

Table NEA.2.5 Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	78.7	81.7	65.3	58.9	65.7	85.2	74.3	28.8	66.3
Non-Indigenous students	94.6	95.0	90.0	93.5	91.6	92.8	94.1	89.5	93.6
Geolocation									
Metropolitan	95.0	95.0	89.9	93.1	91.6	92.5	93.6	..	93.7
Provincial	90.4	93.2	86.2	90.3	89.2	91.8	np	83.8	90.2
Remote	79.9	96.2	78.2	81.7	89.7	93.9	..	73.0	81.0
Very remote	72.0	..	62.6	58.1	54.9	np	..	18.9	45.0
Total (d)	**93.8**	**94.5**	**88.3**	**91.0**	**90.6**	**92.1**	**93.6**	**62.2**	**92.1**

(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 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.

(d) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy* , Melbourne.

Table NEA.2.6 Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	80.8	83.2	69.5	60.4	66.8	85.3	81.5	34.9	69.2
Non-Indigenous students	95.2	95.3	93.4	94.1	92.7	93.1	96.2	92.3	94.6
Geolocation									
Metropolitan	95.2	95.3	93.0	93.7	92.4	92.5	95.8	..	94.5
Provincial	92.6	94.1	90.7	91.2	91.2	92.8	np	86.9	92.3
Remote	83.1	100.0	81.0	82.5	91.1	91.0	..	76.3	82.9
Very remote	75.5	..	61.4	60.5	60.6	np	..	25.9	48.6
Total (c)	**94.5**	**95.0**	**91.7**	**91.7**	**91.7**	**92.6**	**95.8**	**66.5**	**93.3**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy* , Melbourne.

Table NEA.2.7 Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	82.7	87.8	77.4	69.1	77.4	89.2	84.1	39.1	75.4
Non-Indigenous students	95.3	95.7	94.5	95.4	94.4	94.5	96.0	90.8	95.1
Geolocation									
Metropolitan	95.2	95.7	94.3	95.1	94.3	94.3	95.7	..	95.0
Provincial	93.4	94.9	92.5	93.3	92.9	93.7	..	87.9	93.4
Remote	83.1	97.4	85.8	89.0	91.5	90.9	..	75.4	86.1
Very remote	69.6	..	68.6	67.9	69.5	np	..	26.3	55.6
Total (c)	**94.7**	**95.5**	**93.3**	**93.7**	**93.7**	**93.9**	**95.7**	**69.0**	**94.1**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy* , Melbourne.

Table NEA.2.8 Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b), (c)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	68.3	76.9	67.1	59.6	67.4	79.1	71.9	25.3	63.7
Non-Indigenous students	91.3	92.2	90.4	92.7	91.2	88.7	90.2	85.8	91.4
Geolocation									
Metropolitan	91.9	92.8	90.5	92.5	91.6	88.6	89.8	..	91.8
Provincial	85.2	88.5	86.9	89.5	87.8	87.1	..	81.8	87.0
Remote	64.3	95.8	76.6	83.8	85.5	82.9	..	62.0	77.3
Very remote	58.8	..	61.2	58.4	58.9	np	..	16.0	46.4
Total (d)	**90.2**	**91.8**	**88.8**	**90.6**	**90.2**	**87.7**	**89.8**	**60.3**	**89.9**

(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 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.

(d) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy* , Melbourne.

Table NEA.2.9 Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	77.6	85.7	78.7	70.9	74.1	87.8	81.9	41.8	74.4
Non-Indigenous students	94.6	95.3	94.9	95.5	94.3	93.9	95.4	91.6	94.9
Geolocation									
Metropolitan	94.5	95.3	94.7	95.2	94.1	92.8	95.0	..	94.8
Provincial	91.7	93.9	93.2	93.6	92.6	93.6	..	88.1	92.8
Remote	80.4	97.0	85.2	89.7	91.8	88.0	..	75.6	86.0
Very remote	65.6	..	71.9	69.7	70.8	np	..	31.5	58.8
Total (c)	**93.8**	**95.0**	**93.8**	**93.9**	**93.5**	**93.2**	**95.0**	**70.5**	**93.8**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy* , Melbourne.

Table NEA.2.10 **Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	74.2	80.7	69.8	57.7	66.6	78.9	82.4	29.1	67.2
Non-Indigenous students	92.8	93.3	92.0	92.8	91.8	91.1	94.9	87.7	92.7
Geolocation									
Metropolitan	92.5	93.2	91.4	92.1	91.5	90.9	94.7	..	92.4
Provincial	90.7	92.3	89.4	89.9	89.5	89.2	..	79.7	90.3
Remote	67.9	97.6	80.2	81.9	92.3	79.4	..	69.9	80.4
Very remote	71.4	..	59.8	59.1	64.4	np	..	19.3	47.4
Total (c)	**91.9**	**93.0**	**90.5**	**90.7**	**90.8**	**89.9**	**94.7**	**65.3**	**91.4**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy* , Melbourne.

Table NEA.2.11 **Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	51.5	66.2	50.3	44.2	49.6	61.6	63.9	19.8	48.8
Non-Indigenous students	83.1	86.4	80.4	85.2	82.3	80.5	83.8	76.7	83.4
Geolocation									
Metropolitan	84.0	87.7	80.4	85.1	83.1	79.2	83.4	..	84.1
Provincial	74.8	80.6	74.5	79.3	76.7	78.5	..	68.9	76.6
Remote	44.7	92.6	60.7	69.5	75.3	58.3	..	56.5	64.9
Very remote	50.8	..	50.1	49.5	50.1	np	..	13.5	37.9
Total (d)	**81.5**	**85.9**	**78.3**	**82.7**	**81.0**	**78.7**	**83.4**	**55.0**	**81.7**

(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 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.

(d) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy* , Melbourne.

Table NEA.2.12 **Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by Indigenous status, by geolocation, 2012 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	78.1	83.1	78.1	67.7	72.0	84.3	86.8	44.7	74.2
Non-Indigenous students	94.5	95.2	94.8	94.7	93.8	93.3	95.7	92.2	94.7
Geolocation									
Metropolitan	94.5	95.3	94.3	94.3	93.4	92.4	95.5	..	94.5
Provincial	91.9	94.1	93.1	92.3	91.9	92.4	..	85.1	92.6
Remote	78.0	99.5	85.5	85.3	94.8	81.7	..	77.9	85.4
Very remote	72.4	..	73.1	69.8	72.5	np	..	38.1	60.6
Total (c)	**93.7**	**95.0**	**93.7**	**93.1**	**92.9**	**92.4**	**95.5**	**74.0**	**93.7**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy* , Melbourne.

Table NEA.2.13 **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, 2012 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.1	97.7	97.8	97.5	97.2	97.6	97.7	94.5	97.8
Advanced diploma/diploma	96.6	96.2	95.2	95.1	95.3	96.5	94.1	87.3	95.9
Certificate I to IV (d)	94.1	94.5	92.4	92.4	93.3	93.2	94.4	80.6	93.5
year 12 or equivalent	93.4	93.9	91.4	91.3	93.6	89.0	94.5	86.3	92.8
year 11 or equivalent or below	86.5	88.3	82.3	81.5	84.9	84.8	87.4	52.6	84.9
Not stated (e)	90.8	94.5	89.2	84.9	88.7	95.5	96.6	43.1	87.7
Parental occupation (f)									
Senior management and qualified professionals	98.1	98.3	97.8	97.5	97.5	97.1	97.8	89.8	97.9
Other business managers and associate professionals	97.3	97.0	96.0	95.8	96.1	96.7	97.7	89.2	96.7
Tradespeople, clerks, skilled office, sales and service staff	95.4	96.0	93.4	93.1	94.5	94.3	95.6	85.7	94.7
Machine operators, hospitality staff, assistants and labourers	92.1	92.5	88.6	89.0	89.7	89.5	92.5	68.9	90.8
Not in paid work in previous 12 months	87.4	87.1	81.8	80.5	83.8	81.0	89.4	51.1	85.0
Not stated (g)	88.9	94.3	88.7	86.2	86.8	92.7	94.3	43.5	87.4

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 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.2.49 for further detail.

Table NEA.2.13 **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, 2012 (per cent) (a), (b)**

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.14 **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, 2012 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	98.3	97.7	98.1	98.3	98.3	98.4	97.8	95.7	98.1
Advanced diploma/diploma	97.6	97.1	96.9	96.9	96.8	97.1	94.8	90.5	97.1
Certificate I to IV (e)	96.1	95.8	95.0	96.3	96.2	95.7	95.5	84.1	95.7
year 12 or equivalent	95.7	95.1	94.3	94.6	95.7	93.3	95.5	86.6	95.1
year 11 or equivalent or below	90.8	91.9	86.2	87.9	90.6	91.8	90.5	53.3	89.3
Not stated (f)	92.3	93.7	91.7	88.6	92.2	96.3	95.8	39.9	89.7
Parental occupation (g)									
Senior management and qualified professionals	98.4	98.3	98.3	98.3	98.3	97.7	97.9	92.7	98.3
Other business managers and associate professionals	98.0	97.4	97.5	97.8	97.9	98.2	98.1	91.6	97.7
Tradespeople, clerks, skilled office, sales and service staff	97.0	97.0	95.8	96.3	97.1	96.9	96.9	89.1	96.6
Machine operators, hospitality staff, assistants and labourers	95.0	94.4	92.3	93.5	93.8	94.3	91.5	69.2	93.8
Not in paid work in previous 12 months	90.8	90.1	84.3	87.1	88.5	87.4	90.6	50.1	88.4
Not stated (h)	92.0	93.3	91.4	90.0	90.7	94.8	94.6	40.5	90.1

(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 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.

(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.2.49 for further detail.

Table NEA.2.14 **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, 2012 (per cent) (a), (b), (c)**

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

(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.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.15 **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, 2012 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.3	97.8	97.9	97.8	97.6	98.4	98.1	95.7	98.0
Advanced diploma/diploma	96.9	96.6	95.6	95.4	94.7	96.8	94.4	90.5	96.2
Certificate I to IV (d)	94.4	95.0	92.6	93.6	92.2	94.1	94.9	84.0	93.8
year 12 or equivalent	94.1	94.4	91.4	92.1	92.7	90.6	95.3	85.1	93.0
year 11 or equivalent or below	86.7	89.2	81.5	82.6	83.9	87.1	88.9	51.2	85.1
Not stated (e)	90.6	95.0	88.8	85.5	87.8	95.4	96.7	43.4	87.7
Parental occupation (f)									
Senior management and qualified professionals	98.4	98.5	98.0	97.9	97.6	97.6	98.2	93.4	98.2
Other business managers and associate professionals	97.7	97.4	96.6	96.3	96.2	97.6	98.3	92.3	97.1
Tradespeople, clerks, skilled office, sales and service staff	95.8	96.4	93.8	93.8	93.9	95.4	96.2	87.4	95.1
Machine operators, hospitality staff, assistants and labourers	92.6	93.2	88.1	90.4	88.7	91.8	92.5	67.4	91.2
Not in paid work in previous 12 months	87.3	87.7	80.6	82.0	81.8	81.8	90.3	48.2	85.0
Not stated (g)	89.1	95.1	88.3	86.8	85.2	93.1	94.5	44.0	87.4

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 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.2.49 for further detail.

Table NEA.2.15 **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, 2012 (per cent) (a), (b)**

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.16 **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, 2012 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	97.4	97.6	96.4	97.1	97.5	98.1	97.6	94.0	97.3
Advanced diploma/diploma	95.4	95.1	93.1	94.5	94.3	94.5	94.9	88.7	94.7
Certificate I to IV (d)	92.4	93.5	88.7	90.3	92.0	91.1	91.8	78.2	91.6
year 12 or equivalent	91.6	92.7	87.3	89.7	92.2	86.8	94.7	86.4	91.0
year 11 or equivalent or below	82.7	86.2	75.2	77.1	82.2	80.0	78.2	39.1	81.2
Not stated (e)	89.6	93.4	85.2	81.5	85.3	91.2	94.7	35.3	84.9
Parental occupation (f)									
Senior management and qualified professionals	97.8	98.0	96.6	97.1	97.1	97.3	97.9	91.8	97.5
Other business managers and associate professionals	96.2	96.7	94.0	95.0	95.3	95.5	97.0	87.4	95.8
Tradespeople, clerks, skilled office, sales and service staff	93.8	94.8	89.8	91.9	92.3	92.1	94.7	81.2	93.0
Machine operators, hospitality staff, assistants and labourers	89.6	90.6	82.3	85.3	88.5	86.3	89.6	65.1	88.1
Not in paid work in previous 12 months	82.9	84.7	74.3	74.3	81.9	76.8	89.0	34.6	81.0
Not stated (g)	86.7	93.9	83.7	82.0	82.8	87.1	91.2	35.4	83.6

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 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.2.49 for further detail.

Table NEA.2.16 **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, 2012 (per cent) (a), (b)**

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.17 **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, 2012 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	97.4	97.4	95.7	96.9	97.1	97.6	96.7	92.1	97.0
Advanced diploma/diploma	96.0	95.7	91.8	95.0	94.0	94.6	94.0	89.8	95.0
Certificate I to IV (e)	93.4	93.9	88.0	92.4	91.2	92.7	89.7	80.1	92.2
year 12 or equivalent	93.6	94.0	86.3	91.3	92.6	88.6	92.1	84.2	92.0
year 11 or equivalent or below	85.0	88.2	74.8	81.2	82.2	84.3	78.5	42.9	83.1
Not stated (f)	90.7	93.7	83.9	83.2	86.2	92.6	92.4	36.0	85.3
Parental occupation (g)									
Senior management and qualified professionals	97.7	97.8	95.7	97.0	96.9	97.2	96.7	91.3	97.2
Other business managers and associate professionals	96.5	96.7	93.4	95.5	95.0	95.7	96.0	86.5	95.8
Tradespeople, clerks, skilled office, sales and service staff	95.0	95.2	89.0	93.5	92.0	93.6	93.1	84.4	93.5
Machine operators, hospitality staff, assistants and labourers	91.3	92.1	82.1	88.2	88.0	88.2	86.4	67.8	89.4
Not in paid work in previous 12 months	85.3	86.4	73.0	77.4	81.5	80.8	87.4	35.9	82.6
Not stated (h)	88.4	93.9	82.3	84.2	83.6	90.7	90.0	36.0	84.5

(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 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.

(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.2.49 for further detail.

Table NEA.2.17 **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, 2012 (per cent) (a), (b), (c)**

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

(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.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.18 **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, 2012 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.0	97.9	97.5	97.8	97.9	98.1	97.9	95.9	97.9
Advanced diploma/diploma	96.5	95.8	94.7	95.7	95.2	95.2	95.1	92.0	95.8
Certificate I to IV (d)	94.3	94.5	91.8	92.8	92.8	93.3	94.1	83.6	93.5
year 12 or equivalent	93.6	94.2	90.8	92.2	93.4	89.0	95.4	86.2	93.0
year 11 or equivalent or below	86.1	88.5	80.0	81.0	83.0	84.8	81.7	47.8	84.4
Not stated (e)	91.4	94.5	87.9	84.6	87.5	92.3	95.7	41.7	87.3
Parental occupation (f)									
Senior management and qualified professionals	98.1	98.3	97.6	97.9	97.7	97.9	98.3	94.4	98.0
Other business managers and associate professionals	97.3	97.4	95.8	96.5	96.5	96.5	97.3	90.2	96.9
Tradespeople, clerks, skilled office, sales and service staff	95.6	95.6	92.8	93.8	93.3	94.4	95.7	87.0	94.7
Machine operators, hospitality staff, assistants and labourers	91.9	92.4	86.3	87.9	89.1	89.1	92.3	69.3	90.4
Not in paid work in previous 12 months	86.2	86.7	78.2	77.3	83.0	80.9	89.6	44.2	83.8
Not stated (g)	89.2	94.9	87.0	85.4	84.2	89.3	93.0	41.5	86.3

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 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.2.49 for further detail.

Table NEA.2.18 **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, 2012 (per cent) (a), (b)**

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.19 **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, 2012 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.4	98.2	98.0	98.1	98.1	98.6	97.9	93.9	98.2
Advanced diploma/diploma	97.0	96.8	96.0	97.0	96.7	96.7	95.8	90.4	96.6
Certificate I to IV (d)	94.4	95.2	93.3	94.8	94.7	94.9	94.9	86.2	94.4
year 12 or equivalent	93.4	94.9	93.3	93.6	95.3	92.5	93.1	82.5	94.0
year 11 or equivalent or below	86.5	89.3	85.2	86.1	88.8	87.9	84.0	53.5	86.7
Not stated (e)	91.8	94.2	90.2	88.6	90.3	92.8	93.2	39.8	89.6
Parental occupation (f)									
Senior management and qualified professionals	98.4	98.6	98.0	98.0	98.3	98.6	97.8	93.1	98.2
Other business managers and associate professionals	97.6	97.7	97.0	97.2	96.9	96.9	97.2	93.0	97.4
Tradespeople, clerks, skilled office, sales and service staff	95.4	96.2	93.9	95.7	95.5	96.7	95.5	86.4	95.3
Machine operators, hospitality staff, assistants and labourers	91.9	92.8	89.3	90.6	91.7	92.4	90.9	65.4	91.3
Not in paid work in previous 12 months	85.5	86.1	82.9	83.9	86.3	80.3	88.4	39.0	84.5
Not stated (g)	89.8	95.7	89.7	88.7	88.9	90.9	91.3	38.6	89.0

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 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.2.49 for further detail.

Table NEA.2.19 **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, 2012 (per cent) (a), (b)**

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.20 **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, 2012 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	96.6	96.6	96.1	96.7	96.4	96.1	94.4	90.5	96.4
Advanced diploma/diploma	93.5	93.4	92.6	94.4	94.0	93.1	89.7	82.4	93.2
Certificate I to IV (e)	88.7	90.0	88.6	91.0	90.9	88.1	86.2	76.8	89.2
year 12 or equivalent	89.2	91.7	88.4	90.8	92.6	83.9	83.3	78.4	90.0
year 11 or equivalent or below	77.3	82.8	77.3	81.8	83.6	78.7	72.1	40.3	79.2
Not stated (f)	85.6	91.2	84.5	84.1	86.0	86.7	86.8	29.6	84.3
Parental occupation (g)									
Senior management and qualified professionals	96.3	96.9	95.9	96.4	96.6	96.3	94.0	85.8	96.2
Other business managers and associate professionals	94.5	94.8	93.9	94.6	94.3	93.1	92.1	85.6	94.3
Tradespeople, clerks, skilled office, sales and service staff	90.8	92.1	89.8	92.6	92.3	90.6	87.7	77.6	91.0
Machine operators, hospitality staff, assistants and labourers	85.5	87.4	83.4	87.3	87.7	82.3	84.2	57.8	85.6
Not in paid work in previous 12 months	76.9	79.3	74.6	78.3	78.3	68.6	76.9	26.5	76.6
Not stated (h)	82.6	92.6	83.4	84.4	84.2	85.1	82.3	28.7	83.2

(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 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.

(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.2.49 for further detail.

Table NEA.2.20 **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, 2012 (per cent) (a), (b), (c)**

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

(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.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.21 **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, 2012 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.1	98.1	98.2	98.2	98.0	98.5	97.7	94.4	98.1
Advanced diploma/diploma	96.5	96.3	96.2	96.7	96.7	96.9	95.6	90.5	96.3
Certificate I to IV (d)	93.2	94.4	94.1	94.7	94.2	93.7	92.2	85.3	93.8
year 12 or equivalent	93.2	94.9	93.8	93.9	95.5	93.1	93.8	81.8	94.1
year 11 or equivalent or below	83.9	88.2	86.1	86.9	88.0	87.0	81.5	54.7	85.8
Not stated (e)	90.5	93.7	90.9	89.3	90.3	91.4	93.5	44.6	89.7
Parental occupation (f)									
Senior management and qualified professionals	97.9	98.2	98.1	98.1	98.1	98.4	97.6	92.7	98.0
Other business managers and associate professionals	97.0	97.3	97.1	97.1	97.0	96.8	96.6	92.5	97.1
Tradespeople, clerks, skilled office, sales and service staff	94.5	95.6	94.7	95.5	95.3	95.7	93.6	86.2	94.9
Machine operators, hospitality staff, assistants and labourers	91.1	92.2	90.5	91.8	91.3	90.3	88.7	66.6	91.2
Not in paid work in previous 12 months	83.5	85.3	83.7	83.8	85.7	80.8	87.1	40.6	83.7
Not stated (g)	87.9	95.2	90.4	89.4	88.5	90.3	91.4	43.5	88.8

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 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.2.49 for further detail.

Table NEA.2.21 **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, 2012 (per cent) (a), (b)**

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.22 **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, 2012 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	97.8	97.6	97.4	97.6	97.2	98.0	97.7	93.0	97.6
Advanced diploma/diploma	95.6	95.1	94.4	94.7	95.6	95.8	94.5	89.1	95.1
Certificate I to IV (d)	91.6	92.5	91.0	91.6	92.4	90.2	92.3	79.8	91.6
year 12 or equivalent	90.5	92.2	89.3	90.0	92.4	89.0	95.0	82.2	90.9
year 11 or equivalent or below	81.1	84.5	79.9	81.0	84.1	81.6	85.8	40.7	81.6
Not stated (e)	87.7	91.4	86.1	84.7	86.6	85.9	91.6	42.4	86.1
Parental occupation (f)									
Senior management and qualified professionals	97.7	98.2	97.2	97.1	97.1	97.5	97.6	92.5	97.6
Other business managers and associate professionals	96.3	96.5	95.0	95.4	95.9	95.0	96.2	89.3	95.9
Tradespeople, clerks, skilled office, sales and service staff	93.2	93.4	91.1	92.7	92.7	93.6	95.0	80.7	92.6
Machine operators, hospitality staff, assistants and labourers	87.9	88.6	84.5	85.3	87.2	84.9	89.6	54.2	87.0
Not in paid work in previous 12 months	79.6	80.9	77.6	74.6	79.3	76.2	88.4	33.9	78.8
Not stated (g)	85.4	93.1	85.5	84.1	84.9	83.4	90.1	40.6	85.0

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 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.2.49 for further detail.

Table NEA.2.22 **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, 2012 (per cent) (a), (b)**

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.23 **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, 2012 (per cent) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	93.3	94.3	90.9	93.7	92.7	92.7	91.0	84.2	93.0
Advanced diploma/diploma	87.2	88.5	83.9	87.1	87.5	86.7	82.2	75.4	86.7
Certificate I to IV (e)	78.8	83.0	76.8	82.2	81.2	77.4	75.7	65.2	79.7
year 12 or equivalent	80.9	86.1	76.3	81.0	83.9	78.6	78.5	68.5	81.5
year 11 or equivalent or below	63.6	72.9	62.3	68.7	70.1	66.2	66.6	32.4	66.7
Not stated (f)	73.6	85.6	72.3	75.6	76.2	75.6	79.0	34.9	74.3
Parental occupation (g)									
Senior management and qualified professionals	92.6	94.9	90.6	92.1	92.4	91.9	91.1	82.1	92.5
Other business managers and associate professionals	88.5	90.8	85.3	88.6	88.1	86.6	85.1	75.2	88.3
Tradespeople, clerks, skilled office, sales and service staff	81.7	85.4	77.5	83.6	81.9	81.4	80.4	65.5	81.8
Machine operators, hospitality staff, assistants and labourers	74.1	78.2	68.6	75.4	74.3	69.9	71.1	46.7	74.3
Not in paid work in previous 12 months	63.6	69.7	59.0	62.1	63.5	57.4	72.0	24.9	64.7
Not stated (h)	70.7	88.5	70.7	74.5	73.3	72.5	75.5	33.7	72.2

(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 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.

(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.2.49 for further detail.

Table NEA.2.23 **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, 2012 (per cent) (a), (b), (c)**

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

(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.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.24 **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, 2012 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	98.3	98.2	98.2	98.5	98.1	98.2	97.9	96.5	98.2
Advanced diploma/diploma	96.7	96.3	96.7	96.3	96.4	96.5	96.1	93.2	96.5
Certificate I to IV (d)	93.5	94.6	94.2	94.1	94.0	92.7	92.8	86.3	93.9
year 12 or equivalent	93.5	94.9	93.1	92.8	94.7	92.6	95.4	87.3	93.8
year 11 or equivalent or below	85.1	89.0	86.5	84.7	86.8	85.5	84.7	54.2	86.1
Not stated (e)	89.9	93.9	90.4	88.6	90.1	90.7	94.2	55.1	89.6
Parental occupation (f)									
Senior management and qualified professionals	98.1	98.4	98.1	97.9	98.1	98.0	98.4	95.3	98.1
Other business managers and associate professionals	97.2	97.6	97.2	96.9	97.0	96.5	96.6	93.9	97.2
Tradespeople, clerks, skilled office, sales and service staff	94.8	95.2	94.5	94.8	94.5	95.6	94.5	85.6	94.8
Machine operators, hospitality staff, assistants and labourers	91.2	92.4	89.9	88.9	90.3	88.6	91.8	66.7	90.9
Not in paid work in previous 12 months	83.6	85.6	83.4	80.4	82.8	79.6	88.4	48.2	83.5
Not stated (g)	88.4	95.8	89.9	88.0	88.0	88.4	92.1	54.3	88.7

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 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.2.49 for further detail.

Table NEA.2.24 **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, 2012 (per cent) (a), (b)**

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.25 **NAPLAN mean scale scores for reading year 3 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	356.7	375.0	339.8	304.9	334.4	369.0	372.6	242.4	333.3
Non-Indigenous students	429.6	432.8	413.7	415.1	412.1	420.8	445.9	400.2	424.2
Geolocation									
Metropolitan	432.4	436.2	415.7	418.0	414.3	423.9	443.9	..	427.4
Provincial	406.4	418.8	396.2	390.8	397.4	415.3	np	385.9	404.8
Remote	369.7	408.2	369.6	371.6	395.4	416.6	..	357.2	372.8
Very remote	370.8	..	330.3	322.7	334.7	np	..	222.8	295.2
Total (c)	**426.0**	**432.0**	**408.5**	**407.6**	**408.9**	**419.1**	**443.8**	**332.2**	**419.6**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.26 **NAPLAN mean scale scores for writing year 3 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	367.3	389.0	345.3	315.9	345.0	376.1	372.5	226.2	339.8
Non-Indigenous students	427.3	429.6	407.8	413.5	405.7	413.9	417.3	395.4	420.1
Geolocation									
Metropolitan	431.4	432.6	410.0	415.0	407.4	414.5	416.1	..	423.4
Provincial	402.4	413.5	392.5	395.2	395.5	409.1	np	383.5	401.4
Remote	370.5	399.1	368.0	378.1	390.6	411.3	..	348.4	372.6
Very remote	370.2	..	330.4	327.5	331.7	np	..	200.7	289.4
Total (d)	**424.3**	**428.1**	**403.3**	**406.8**	**403.3**	**411.6**	**416.0**	**322.9**	**415.8**

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

(b) Analysis 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.

(d) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.27 **NAPLAN mean scale scores for numeracy, year 3 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	342.2	359.6	320.1	298.4	310.0	351.9	350.6	251.8	320.1
Non-Indigenous students	408.1	409.5	385.5	390.2	380.2	393.2	411.7	377.0	399.5
Geolocation									
Metropolitan	411.4	412.8	387.3	392.4	382.2	394.2	410.2	..	402.6
Provincial	384.9	396.2	370.3	369.7	367.3	389.3	np	365.2	381.3
Remote	355.2	396.7	348.7	355.0	362.8	393.0	..	334.8	352.5
Very remote	357.9	..	307.8	317.3	312.6	np	..	242.3	291.7
Total (c)	**405.0**	**408.9**	**380.9**	**383.9**	**377.4**	**391.5**	**410.1**	**323.2**	**395.5**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.28 **NAPLAN mean scale scores for reading, year 5 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	438.5	450.2	413.0	386.6	410.4	452.8	459.7	310.2	409.0
Non-Indigenous students	502.8	504.9	485.3	490.2	486.8	493.8	520.3	482.3	498.0
Geolocation									
Metropolitan	504.7	507.6	486.6	491.4	489.4	494.8	519.1	..	500.3
Provincial	485.9	493.5	470.9	472.2	473.4	489.2	np	464.3	482.6
Remote	449.6	497.4	438.8	452.3	467.4	485.6	..	445.9	451.8
Very remote	430.1	..	402.2	392.2	401.0	np	..	280.9	355.4
Total (c)	**499.8**	**504.1**	**480.3**	**482.6**	**483.9**	**491.7**	**519.0**	**404.8**	**493.6**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.29 **NAPLAN mean scale scores for writing, year 5 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	428.6	442.0	398.4	382.1	401.7	441.6	434.5	299.1	398.8
Non-Indigenous students	488.5	489.9	462.1	476.9	465.8	474.0	486.4	466.3	481.3
Geolocation									
Metropolitan	493.1	493.9	464.1	478.6	468.5	474.1	485.3	..	485.1
Provincial	463.4	472.7	447.9	459.7	452.8	469.5	np	450.3	461.8
Remote	435.1	465.7	423.3	437.6	454.0	470.7	..	428.0	436.4
Very remote	411.6	..	388.4	383.1	379.9	np	..	269.3	343.1
Total (d)	**485.6**	**488.7**	**457.7**	**469.9**	**463.2**	**471.5**	**485.2**	**390.9**	**477.0**

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

(b) Analysis 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.

(d) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.30 **NAPLAN mean scale scores for numeracy, year 5 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	436.8	445.4	414.3	395.0	407.4	446.9	447.2	349.2	414.0
Non-Indigenous students	500.7	498.4	480.7	484.1	474.5	482.4	505.6	473.4	492.6
Geolocation									
Metropolitan	504.1	501.6	482.0	486.2	476.0	481.8	504.5	..	495.7
Provincial	479.1	485.2	467.4	465.5	464.0	479.6	np	459.0	475.6
Remote	449.4	504.2	440.5	446.2	459.9	468.6	..	439.6	447.5
Very remote	433.7	..	404.9	402.2	409.7	np	..	335.2	379.9
Total (c)	**497.7**	**497.6**	**476.1**	**477.5**	**471.9**	**480.4**	**504.4**	**417.6**	**488.7**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.31 **NAPLAN mean scale scores for reading, year 7 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	489.9	504.3	478.0	462.0	478.4	505.0	507.4	397.3	474.8
Non-Indigenous students	548.7	549.1	536.8	543.3	539.5	542.8	559.8	530.8	545.0
Geolocation									
Metropolitan	550.3	551.5	537.4	544.3	541.0	547.6	558.6	..	546.8
Provincial	534.2	538.5	526.3	529.2	529.1	535.6	..	519.0	532.3
Remote	483.7	549.0	501.5	515.5	525.8	513.9	..	494.2	507.9
Very remote	459.0	..	467.1	467.9	470.0	np	..	371.2	438.2
Total (c)	**546.1**	**548.3**	**532.7**	**537.8**	**537.0**	**540.6**	**558.6**	**474.3**	**541.5**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.32 **NAPLAN mean scale scores for writing, year 7 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	455.0	475.0	453.8	435.8	453.6	475.6	458.5	328.9	442.2
Non-Indigenous students	523.5	526.6	516.0	527.1	519.2	511.1	521.0	512.9	522.4
Geolocation									
Metropolitan	528.0	532.2	517.9	528.6	522.9	516.6	519.5	..	526.3
Provincial	498.2	504.8	502.6	510.7	503.8	502.0	..	499.5	502.5
Remote	445.8	527.3	474.9	496.4	495.2	493.5	..	450.2	479.8
Very remote	427.5	..	441.0	437.5	426.7	np	..	295.4	394.6
Total (d)	**520.3**	**525.5**	**511.7**	**520.9**	**516.5**	**508.3**	**519.5**	**434.8**	**518.3**

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

(b) Analysis 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.

(d) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.33 **NAPLAN mean scale scores for numeracy, year 7 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	477.4	494.6	475.9	461.0	464.8	491.0	493.1	410.1	469.4
Non-Indigenous students	546.6	545.3	536.1	540.3	531.8	528.6	547.2	522.7	541.8
Geolocation									
Metropolitan	550.6	549.3	537.0	542.4	533.4	529.7	545.9	..	545.0
Provincial	522.8	529.3	525.1	523.3	519.9	523.5	..	510.0	524.4
Remote	480.5	561.2	496.0	509.8	521.0	506.6	..	487.6	502.6
Very remote	454.0	..	466.1	467.2	462.8	np	..	395.2	444.5
Total (c)	**543.4**	**544.3**	**532.0**	**534.9**	**529.1**	**526.0**	**545.9**	**474.7**	**538.1**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.34 **NAPLAN mean scale scores for reading, year 9 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	522.2	539.2	513.8	494.8	511.9	536.8	539.5	433.5	509.8
Non-Indigenous students	580.7	582.3	570.6	576.8	572.1	573.6	598.5	566.9	578.0
Geolocation									
Metropolitan	581.7	584.6	570.9	577.6	573.9	577.5	597.0	..	579.5
Provincial	567.4	572.6	559.2	564.0	561.6	565.6	..	547.9	565.5
Remote	511.0	620.1	535.6	546.0	562.2	537.2	..	529.9	543.3
Very remote	525.3	..	504.3	499.6	512.2	np	..	411.7	474.0
Total (c)	**577.9**	**581.6**	**566.8**	**572.2**	**570.1**	**570.6**	**597.0**	**516.0**	**574.8**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.35 **NAPLAN mean scale scores for writing, year 9 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	479.7	512.3	477.5	460.7	476.8	504.7	500.8	359.6	469.4
Non-Indigenous students	560.4	567.6	543.9	563.7	552.2	547.9	563.2	541.6	558.1
Geolocation									
Metropolitan	565.1	573.4	545.6	565.9	556.8	548.1	561.9	..	562.3
Provincial	531.2	544.8	527.8	542.2	533.4	540.7	..	520.6	534.9
Remote	467.5	615.0	496.1	518.6	529.1	495.9	..	488.6	509.3
Very remote	473.3	..	473.7	473.5	471.7	np	..	318.5	422.4
Total (d)	**556.4**	**566.3**	**539.4**	**557.5**	**549.7**	**543.7**	**561.9**	**472.2**	**553.7**

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

(b) Analysis 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.

(d) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.36 **NAPLAN mean scale scores for numeracy, year 9 students, by State and Territory, by Indigenous status and geolocation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Indigenous status									
Indigenous students	525.5	535.5	522.6	507.9	513.4	535.8	543.9	471.3	518.2
Non-Indigenous students	594.5	591.4	578.4	586.5	575.4	570.0	597.8	569.6	587.5
Geolocation									
Metropolitan	598.6	595.4	578.9	588.8	577.9	570.5	596.5	..	590.7
Provincial	569.7	576.5	566.8	569.5	562.4	565.5	..	552.3	569.5
Remote	523.2	638.4	539.9	549.7	564.3	540.0	..	541.8	549.5
Very remote	533.8	..	519.0	514.9	523.3	np	..	464.7	500.8
Total (c)	**591.1**	**590.7**	**574.6**	**582.0**	**573.3**	**567.5**	**596.5**	**532.1**	**584.2**

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

(b) Analysis 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) Total includes people who did not state their Indigenous status and whose geolocation could not be determined.

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

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.37 **NAPLAN mean scale scores for reading, year 3 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	467.6	464.9	451.1	453.0	453.3	473.8	470.5	432.6	461.7
Advanced diploma/diploma	427.9	428.0	413.0	413.0	422.5	434.7	413.2	388.6	422.8
Certificate I to IV (d)	403.5	411.2	393.8	393.8	401.0	404.3	412.9	358.1	401.7
year 12 or equivalent	403.7	411.9	390.6	393.7	404.7	395.7	410.6	362.2	401.4
year 11 or equivalent or below	368.0	384.7	356.7	351.9	366.9	366.0	377.4	278.2	366.5
Not stated (e)	408.0	440.2	393.5	381.3	390.6	442.9	443.5	254.6	395.6
Parental occupation (f)									
Senior management and qualified professionals	467.5	468.6	450.6	451.2	449.7	471.7	473.9	413.7	461.4
Other business managers and associate professionals	439.8	441.1	422.5	421.6	421.1	435.1	445.4	392.6	433.7
Tradespeople, clerks, skilled office, sales and service staff	414.3	421.1	399.9	398.8	404.8	411.1	416.8	370.7	410.2
Machine operators, hospitality staff, assistants and labourers	393.8	401.7	377.0	380.1	386.0	385.1	402.6	325.4	390.3
Not in paid work in previous 12 months	377.7	389.9	361.6	362.5	375.0	361.3	414.2	280.5	376.5
Not stated (g)	393.1	445.9	389.7	382.6	382.6	418.8	432.4	252.8	389.8

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

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

Table NEA.2.37 **NAPLAN mean scale scores for reading, year 3 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

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

(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.38 **NAPLAN mean scale scores for writing, year 3 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	449.1	445.0	430.2	433.8	429.1	443.1	431.1	415.8	441.3
Advanced diploma/diploma	428.6	427.7	410.7	414.3	412.5	420.6	401.2	387.4	421.8
Certificate I to IV (e)	411.8	416.1	395.8	403.3	398.6	404.0	401.0	358.7	406.7
year 12 or equivalent	414.8	422.1	394.9	402.1	402.5	400.5	397.2	371.7	408.2
year 11 or equivalent or below	383.9	401.6	363.5	369.2	375.5	382.2	372.9	272.0	380.0
Not stated (f)	407.0	429.6	389.7	382.2	393.3	415.6	412.0	234.2	391.4
Parental occupation (g)									
Senior management and qualified professionals	448.2	446.1	429.9	431.8	427.1	442.5	430.5	403.1	440.1
Other business managers and associate professionals	434.2	433.6	416.5	418.9	412.8	422.4	421.0	390.2	427.1
Tradespeople, clerks, skilled office, sales and service staff	420.2	423.6	400.8	407.1	402.2	409.0	406.8	369.3	413.3
Machine operators, hospitality staff, assistants and labourers	406.6	413.9	382.0	393.7	389.3	393.2	390.7	324.8	400.4
Not in paid work in previous 12 months	389.2	403.0	362.6	375.0	376.2	372.8	391.8	266.4	385.7
Not stated (h)	400.8	433.0	388.0	385.9	386.7	407.1	406.6	235.3	390.3

(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 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.

(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.2.49 for further detail.

Table NEA.2.38 **NAPLAN mean scale scores for writing, year 3 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b), (c)**

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

(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.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.39 **NAPLAN mean scale scores for numeracy, year 3 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	440.8	435.8	415.9	420.6	414.0	434.1	430.3	398.5	430.9
Advanced diploma/diploma	406.7	405.0	385.8	387.2	388.6	400.7	384.3	368.3	398.6
Certificate I to IV (d)	385.3	391.7	368.9	373.4	369.3	382.0	385.7	344.4	380.5
year 12 or equivalent	388.3	393.7	367.0	373.0	374.1	373.7	388.1	348.9	380.7
year 11 or equivalent or below	354.7	369.8	337.2	339.5	342.9	351.2	353.9	278.4	350.9
Not stated (e)	386.8	415.3	367.6	362.4	364.7	402.5	413.0	263.9	373.0
Parental occupation (f)									
Senior management and qualified professionals	439.0	437.9	415.0	418.6	411.9	431.8	433.0	388.1	429.5
Other business managers and associate professionals	417.4	416.8	393.9	395.0	389.3	404.1	412.4	373.0	408.2
Tradespeople, clerks, skilled office, sales and service staff	396.2	400.1	374.7	377.0	372.8	387.1	392.5	352.7	388.3
Machine operators, hospitality staff, assistants and labourers	379.0	384.9	354.8	362.5	357.6	367.4	377.1	313.7	372.1
Not in paid work in previous 12 months	361.1	373.7	339.8	348.2	346.7	342.9	390.7	274.3	358.9
Not stated (g)	376.3	420.3	364.3	364.0	355.4	388.6	396.6	263.6	368.5

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

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

Table NEA.2.39 **NAPLAN mean scale scores for numeracy, year 3 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

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

(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.40 **NAPLAN mean scale scores for reading, year 5 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	538.3	535.3	519.1	524.5	525.0	541.2	543.3	509.0	532.7
Advanced diploma/diploma	503.6	502.2	487.5	491.0	495.6	509.2	507.3	474.4	498.9
Certificate I to IV (d)	482.9	488.0	467.5	471.2	478.7	479.0	485.5	445.3	479.7
year 12 or equivalent	483.9	490.0	467.0	474.2	484.6	474.0	493.4	450.3	481.6
year 11 or equivalent or below	450.3	463.8	433.8	436.2	447.4	449.1	446.1	354.8	448.3
Not stated (e)	485.2	511.9	469.1	458.1	469.0	492.9	518.0	328.9	471.8
Parental occupation (f)									
Senior management and qualified professionals	539.1	538.8	518.0	522.1	520.0	536.8	546.2	495.2	532.3
Other business managers and associate professionals	512.9	512.4	493.5	496.5	497.2	508.0	521.2	481.1	507.0
Tradespeople, clerks, skilled office, sales and service staff	490.6	495.8	472.6	477.6	479.0	488.9	502.2	452.5	486.6
Machine operators, hospitality staff, assistants and labourers	471.6	477.6	449.7	456.8	466.2	463.4	477.5	409.7	467.8
Not in paid work in previous 12 months	456.9	466.6	438.4	438.1	454.8	441.2	490.6	344.0	454.9
Not stated (g)	473.5	517.0	463.2	457.8	459.4	477.6	504.8	329.1	465.5

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

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

Table NEA.2.40 **NAPLAN mean scale scores for reading, year 5 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

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

(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.41 **NAPLAN mean scale scores for writing, year 5 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	513.4	509.3	486.1	499.8	491.1	504.4	502.5	483.2	505.3
Advanced diploma/diploma	490.6	488.8	463.9	478.7	473.9	482.0	479.6	465.7	483.4
Certificate I to IV (e)	472.5	475.9	449.7	464.6	458.1	464.1	462.6	432.9	467.1
year 12 or equivalent	479.4	483.3	448.8	464.5	465.4	457.4	470.6	437.5	471.1
year 11 or equivalent or below	448.1	461.4	420.7	435.3	436.7	444.3	432.9	344.2	443.6
Not stated (f)	471.9	494.5	448.2	447.5	453.4	469.6	478.9	316.5	455.9
Parental occupation (g)									
Senior management and qualified professionals	512.6	510.2	485.2	497.8	489.9	502.3	503.9	473.8	503.8
Other business managers and associate professionals	494.9	494.4	469.4	481.7	473.8	483.0	488.8	460.6	487.6
Tradespeople, clerks, skilled office, sales and service staff	480.7	483.6	453.3	470.5	460.8	470.5	475.7	445.2	473.8
Machine operators, hospitality staff, assistants and labourers	468.2	473.0	436.1	453.3	450.1	452.3	450.7	405.7	461.3
Not in paid work in previous 12 months	453.0	462.4	420.3	432.3	437.4	433.9	462.1	325.2	447.8
Not stated (h)	465.0	498.6	443.2	448.5	444.7	462.3	474.1	316.6	452.4

(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 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.

(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.2.49 for further detail.

Table NEA.2.41 **NAPLAN mean scale scores for writing, year 5 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b), (c)**

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

(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.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.42 **NAPLAN mean scale scores for numeracy, year 5 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	537.1	525.9	512.0	516.8	508.9	523.3	526.6	493.7	526.1
Advanced diploma/diploma	499.9	494.8	481.1	483.6	481.2	491.9	493.6	466.6	492.4
Certificate I to IV (d)	479.0	481.0	465.1	466.4	465.4	470.7	473.5	441.9	474.4
year 12 or equivalent	483.8	487.5	464.8	469.4	473.6	463.4	481.3	439.7	478.0
year 11 or equivalent or below	451.1	463.0	434.7	435.4	438.3	446.8	445.6	376.2	447.7
Not stated (e)	482.1	506.4	464.2	455.4	461.4	475.6	501.0	369.4	469.0
Parental occupation (f)									
Senior management and qualified professionals	534.2	527.5	510.4	513.5	504.5	520.6	529.2	483.4	523.6
Other business managers and associate professionals	510.1	505.3	489.8	489.9	483.3	492.8	507.4	473.2	501.2
Tradespeople, clerks, skilled office, sales and service staff	488.3	489.3	468.4	471.5	468.1	479.6	487.3	448.9	481.5
Machine operators, hospitality staff, assistants and labourers	472.8	475.5	449.5	455.1	454.6	456.7	469.3	413.8	466.3
Not in paid work in previous 12 months	457.8	464.1	437.8	435.9	444.3	437.6	472.0	367.0	453.5
Not stated (g)	473.0	511.4	459.1	455.7	451.0	465.6	492.7	367.6	463.5

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

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

Table NEA.2.42 **NAPLAN mean scale scores for numeracy, year 5 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

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

(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.43 **NAPLAN mean scale scores for reading, year 7 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	583.7	578.6	568.4	573.9	574.6	589.2	583.2	553.3	578.0
Advanced diploma/diploma	550.4	547.8	538.6	543.7	551.2	555.0	544.6	524.0	546.5
Certificate I to IV (d)	528.8	533.0	522.8	529.9	532.3	531.6	531.4	502.2	528.7
year 12 or equivalent	530.3	537.2	523.6	529.4	536.2	531.9	530.3	500.6	531.1
year 11 or equivalent or below	499.1	510.7	496.1	500.7	510.0	504.5	499.8	427.9	501.9
Not stated (e)	537.5	559.7	522.1	517.2	526.6	544.0	554.7	408.4	527.7
Parental occupation (f)									
Senior management and qualified professionals	582.3	580.5	567.4	570.8	571.7	584.8	580.6	539.0	576.6
Other business managers and associate professionals	558.0	557.2	545.1	549.2	548.5	555.7	559.9	530.5	553.6
Tradespeople, clerks, skilled office, sales and service staff	535.8	539.4	525.7	533.1	532.5	538.0	540.2	503.2	533.9
Machine operators, hospitality staff, assistants and labourers	518.4	522.8	507.9	516.1	520.2	515.5	520.1	457.9	517.0
Not in paid work in previous 12 months	501.7	507.6	496.7	501.3	505.2	489.2	531.3	404.2	501.6
Not stated (g)	525.3	561.1	518.4	516.5	519.4	533.2	539.0	403.0	522.4

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

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

Table NEA.2.43 **NAPLAN mean scale scores for reading, year 7 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

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

(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.44 **NAPLAN mean scale scores for writing, year 7 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	554.8	553.6	543.0	553.3	548.6	550.7	539.9	530.2	551.2
Advanced diploma/diploma	525.6	525.1	518.8	527.6	527.1	521.2	507.6	501.0	523.8
Certificate I to IV (e)	503.7	508.5	504.2	514.1	512.7	501.0	498.2	480.3	506.1
year 12 or equivalent	512.1	519.6	505.7	514.9	520.5	503.8	497.0	491.5	513.5
year 11 or equivalent or below	475.6	491.6	476.1	487.9	492.2	476.4	469.1	376.1	481.1
Not stated (f)	510.4	538.5	500.8	500.6	504.9	507.7	514.9	341.2	504.1
Parental occupation (g)									
Senior management and qualified professionals	551.6	554.0	541.4	549.8	545.5	548.5	536.3	512.6	548.7
Other business managers and associate professionals	531.7	532.9	524.3	531.0	528.2	522.5	522.5	509.4	529.7
Tradespeople, clerks, skilled office, sales and service staff	511.9	517.0	507.5	518.5	515.3	506.2	506.7	479.9	512.6
Machine operators, hospitality staff, assistants and labourers	499.2	503.9	491.0	505.2	503.2	485.8	490.9	436.1	498.7
Not in paid work in previous 12 months	478.7	488.1	475.9	484.9	484.0	461.2	484.8	330.1	479.8
Not stated (h)	499.3	540.6	496.9	500.8	498.8	500.0	502.4	339.2	499.4

(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 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.

(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.2.49 for further detail.

Table NEA.2.44 **NAPLAN mean scale scores for writing, year 7 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b), (c)**

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

(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.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.45 **NAPLAN mean scale scores for numeracy, year 7 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	587.6	578.1	568.8	573.8	570.3	570.3	570.8	541.0	578.3
Advanced diploma/diploma	546.1	541.3	536.1	539.2	540.3	540.6	532.4	514.6	541.3
Certificate I to IV (d)	521.0	524.9	522.0	524.1	523.1	517.9	513.0	492.3	522.1
year 12 or equivalent	530.6	536.4	522.5	526.4	529.5	523.1	523.4	500.3	529.3
year 11 or equivalent or below	492.7	505.9	496.3	497.6	501.4	492.3	482.4	432.4	497.1
Not stated (e)	533.6	558.7	520.6	514.9	518.0	525.3	548.0	425.3	524.9
Parental occupation (f)									
Senior management and qualified professionals	581.0	577.2	566.3	568.2	564.8	567.1	569.6	526.9	573.6
Other business managers and associate professionals	555.4	552.6	544.1	546.1	542.1	543.5	544.7	519.9	550.0
Tradespeople, clerks, skilled office, sales and service staff	531.2	534.2	525.5	528.1	523.5	523.7	522.7	494.9	529.3
Machine operators, hospitality staff, assistants and labourers	518.7	519.8	507.8	513.6	511.5	500.6	506.9	459.6	514.8
Not in paid work in previous 12 months	497.6	503.1	496.3	497.7	496.0	481.8	516.4	414.1	497.7
Not stated (g)	521.2	560.4	517.2	514.8	510.9	513.8	531.7	420.3	519.5

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

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

Table NEA.2.45 **NAPLAN mean scale scores for numeracy, year 7 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

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

(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.46 **NAPLAN mean scale scores for reading, year 9 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	617.2	615.6	603.7	608.1	610.1	619.2	622.9	594.5	613.0
Advanced diploma/diploma	584.3	582.9	572.8	577.3	585.1	592.1	586.0	559.4	580.8
Certificate I to IV (d)	563.2	567.0	557.4	563.0	567.6	560.1	567.1	536.4	562.9
year 12 or equivalent	566.4	571.3	556.4	562.2	570.9	563.6	574.9	543.2	565.8
year 11 or equivalent or below	535.3	545.6	532.6	535.5	541.9	539.0	553.1	461.1	537.5
Not stated (e)	563.3	586.0	555.4	559.3	558.5	565.3	589.7	466.4	560.4
Parental occupation (f)									
Senior management and qualified professionals	614.0	618.4	601.6	604.3	605.5	614.0	621.8	591.2	611.0
Other business managers and associate professionals	591.1	591.4	577.8	580.9	582.8	586.8	596.5	559.2	586.6
Tradespeople, clerks, skilled office, sales and service staff	570.5	571.2	558.8	565.5	566.0	570.8	580.3	537.3	567.3
Machine operators, hospitality staff, assistants and labourers	553.1	556.0	541.5	546.9	550.6	543.1	565.3	487.8	550.7
Not in paid work in previous 12 months	537.2	543.1	533.5	525.9	535.5	529.4	565.7	448.5	536.9
Not stated (g)	555.8	591.4	551.9	556.1	552.5	555.0	579.7	461.4	555.5

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

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

Table NEA.2.46 **NAPLAN mean scale scores for reading, year 9 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

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

(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.47 **NAPLAN mean scale scores for writing, year 9 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b), (c)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (d)									
Bachelor degree or above	601.3	602.2	577.5	598.6	591.9	592.1	589.7	568.1	595.7
Advanced diploma/diploma	566.4	568.4	547.9	565.2	566.3	564.1	553.8	538.9	562.6
Certificate I to IV (e)	539.3	548.5	529.8	547.7	546.1	535.1	532.1	503.1	540.3
year 12 or equivalent	547.9	561.4	531.4	546.2	553.6	541.4	539.8	514.7	548.1
year 11 or equivalent or below	506.2	527.4	502.1	516.4	519.0	509.1	505.1	403.2	512.2
Not stated (f)	535.8	572.1	526.2	540.6	536.3	536.4	550.3	401.3	534.6
Parental occupation (g)									
Senior management and qualified professionals	596.6	603.8	576.3	592.3	587.9	590.4	587.8	562.3	592.6
Other business managers and associate professionals	572.6	577.0	552.7	569.7	565.6	561.3	565.3	530.7	568.3
Tradespeople, clerks, skilled office, sales and service staff	549.1	555.6	532.3	550.5	546.6	545.1	547.1	508.1	546.8
Machine operators, hospitality staff, assistants and labourers	531.1	539.8	514.4	533.0	528.0	515.8	523.1	453.4	529.9
Not in paid work in previous 12 months	509.7	524.4	497.0	504.0	508.9	493.0	534.0	372.2	511.1
Not stated (h)	527.7	580.1	521.6	537.2	529.0	526.7	538.7	398.7	528.8

(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 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.

(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.2.49 for further detail.

Table NEA.2.47 **NAPLAN mean scale scores for writing, year 9 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b), (c)**

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

(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.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.48 **NAPLAN mean scale scores for numeracy, year 9 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Parental education (c)									
Bachelor degree or above	638.6	626.5	611.1	621.9	615.3	610.3	623.5	595.9	626.3
Advanced diploma/diploma	597.2	590.7	578.7	584.5	586.0	586.4	584.3	561.3	589.1
Certificate I to IV (d)	570.7	572.9	563.8	569.9	568.1	557.6	563.2	541.7	568.8
year 12 or equivalent	582.2	582.9	565.2	572.6	574.1	564.1	576.4	545.0	576.2
year 11 or equivalent or below	545.0	554.6	542.7	542.5	544.7	537.7	544.4	487.0	545.9
Not stated (e)	572.4	600.0	564.9	570.3	564.6	567.1	591.9	501.2	570.4
Parental occupation (f)									
Senior management and qualified professionals	629.8	625.8	608.0	615.1	609.1	606.6	624.2	588.5	620.6
Other business managers and associate professionals	605.4	600.2	586.3	591.0	585.7	583.5	592.7	564.6	596.4
Tradespeople, clerks, skilled office, sales and service staff	581.3	578.9	565.7	571.6	568.1	566.5	573.0	542.4	574.7
Machine operators, hospitality staff, assistants and labourers	568.0	566.3	550.3	556.4	554.1	541.5	563.9	508.1	561.2
Not in paid work in previous 12 months	548.5	553.5	541.7	536.8	537.8	528.4	572.1	476.7	546.7
Not stated (g)	566.5	609.5	560.6	567.1	556.8	555.2	581.8	496.9	565.5

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

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

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

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

(e) Parental education may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

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

Table NEA.2.48 **NAPLAN mean scale scores for numeracy, year 9 students, by State and Territory, by parental education and parental occupation, 2012 (scale score) (a), (b)**

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

(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source : ACARA (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

Table NEA.2.49 **Proportion of students with parental education and parental occupation not stated, by State and Territory, by year level, by learning domain, 2012 (per cent) (a), (b)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
				Proportion of students with parental education not stated					
year 3 reading	5	4	14	16	13	8	11	30	9
year 3 writing	5	4	14	16	13	8	11	30	9
year 3 numeracy	5	4	14	16	13	8	11	30	9
year 5 reading	9	5	16	18	15	8	14	34	11
year 5 writing	9	5	15	18	15	8	14	34	11
year 5 numeracy	9	5	16	18	15	8	14	34	11
year 7 reading	9	6	19	20	21	10	11	30	13
year 7 writing	9	6	19	20	21	10	11	30	13
year 7 numeracy	9	6	19	20	21	10	11	30	13
year 9 reading	12	6	21	21	20	9	15	28	14
year 9 writing	12	6	21	21	20	9	15	28	14
year 9 numeracy	12	6	21	21	20	9	15	28	14
				Proportion of students with parental occupation not stated					
year 3 reading	11	4	19	25	21	12	17	31	13
year 3 writing	11	4	19	25	21	12	17	30	13
year 3 numeracy	11	4	19	25	21	12	17	30	13
year 5 reading	14	4	19	25	21	12	20	35	14
year 5 writing	14	4	19	25	21	12	20	35	14
year 5 numeracy	14	4	19	25	21	12	20	35	14
year 7 reading	14	6	21	25	24	13	15	30	16
year 7 writing	14	6	21	25	24	13	15	30	16
year 7 numeracy	14	6	21	25	24	13	15	30	16
year 9 reading	18	5	27	26	24	15	21	29	18
year 9 writing	18	5	27	26	24	15	21	29	18
year 9 numeracy	18	5	27	26	24	15	21	29	18

Table NEA.2.49 **Proportion of students with parental education and parental occupation not stated, by State and Territory, by year level, by learning domain, 2012 (per cent) (a), (b)**

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

(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 (2012) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012* , Sydney.

NEA Indicator 3

The proportion of students in the bottom and top levels of performance in international testing

Table NEA.3.1 Proportion, relative standard error, and confidence intervals of year 4 students international level of mathematics achievement in TIMSS assessments by State and Territory, 2011 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
						Per cent				
At or above intermediate	%	73.8	75.5	64.3	62.5	65.2	68.1	81.4	59.1	70.2
Advanced	%	12.2	13.4	5.0	6.9	6.3	10.4	14.4	5.3	9.8
High	%	27.1	28.0	20.7	24.4	22.4	26.8	34.3	19.6	25.3
Intermediate	%	34.6	34.1	38.6	31.2	36.4	30.9	32.7	34.1	35.0
At or less than low	%	26.2	24.5	35.7	37.5	34.8	31.9	18.6	40.9	29.8
Low	%	17.2	17.7	24.6	23.0	23.4	22.1	14.5	26.2	20.2
Below low	%	8.9	6.8	11.0	14.6	11.4	9.7	4.0	14.7	9.7
Total	%	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Proportion within State/Territory	%	33.0	22.4	22.4	9.9	7.5	2.4	1.7	0.8	100.0
						Relative standard error				
At or above intermediate	%	3.8	3.1	4.7	5.1	4.8	5.2	3.1	11.0	1.9
Advanced	%	18.3	18.0	17.3	23.2	18.9	23.0	16.3	33.6	9.3
High	%	7.9	6.7	12.5	10.1	10.6	9.1	7.0	18.0	4.0
Intermediate	%	7.7	5.4	6.5	7.7	6.1	9.2	6.7	12.1	2.9
At or less than low	%	10.7	9.5	8.5	8.5	9.1	11.1	13.6	15.8	4.6
Low	%	12.0	11.1	8.2	10.1	9.6	17.1	13.9	17.5	4.5
Below low	%	17.5	26.0	19.3	12.0	16.4	20.2	25.7	29.0	10.3
						95 per cent confidence interval				
At or above intermediate	±	5.5	4.6	6.0	6.2	6.2	6.9	4.9	12.7	2.7
Advanced	±	4.3	4.7	1.8	3.1	2.4	4.7	4.7	3.5	1.8
High	±	4.1	3.7	5.1	4.9	4.7	4.7	4.7	6.9	2.0
Intermediate	±	5.3	3.5	4.9	4.7	4.3	5.5	4.3	8.0	2.0
At or less than low	±	5.5	4.6	6.0	6.2	6.2	6.9	4.9	12.7	2.7
Low	±	4.1	3.9	3.9	4.5	4.3	7.4	3.9	9.0	1.8
Below low	±	3.1	3.5	4.1	3.3	3.7	3.9	2.0	8.4	2.0

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.2 Proportion, relative standard error, and confidence intervals of year 4 students international level of mathematics achievement in TIMSS assessments by sex, 2011 (a)

	Males			*Females*		
	Estimate (%)	*Relative standard error (%)*	*95 per cent confidence interval (±)*	*Estimate (%)*	*Relative standard error (%)*	*95 per cent confidence interval (±)*
At or above intermediate	71.6	2.3	3.2	69.4	2.2	3.0
Advanced	11.3	11.9	2.7	8.5	12.0	2.0
High	26.2	4.6	2.3	24.7	5.3	2.6
Intermediate	34.0	4.4	2.9	36.1	3.6	2.5
At or less than low	28.4	5.7	3.2	30.6	5.1	3.1
Low	19.0	7.4	2.8	21.1	5.3	2.2
Below low	9.4	10.6	1.9	9.5	12.6	2.4
Proportion within sex	50.5	na	na	49.5	na	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.3 Proportion, relative standard error, and confidence intervals of year 4 students international level of mathematics achievement in TIMSS assessments by Indigenous status, 2011 (a)

	Indigenous			*Non-Indigenous*		
	Estimate (%)	*Relative standard error (%)*	*95 per cent confidence interval (±)*	*Estimate (%)*	*Relative standard error (%)*	*95 per cent confidence interval (±)*
At or above intermediate	45.7	9.4	8.4	72.7	1.7	2.5
Advanced	2.3	44.9	2.0	10.5	9.3	1.9
High	14.2	18.8	5.3	26.4	4.0	2.1
Intermediate	29.1	11.4	6.5	35.8	3.1	2.2
At or less than low	54.3	7.9	8.4	27.3	4.6	2.5
Low	26.5	9.8	5.1	19.6	5.3	2.0
Below low	27.8	12.9	7.0	7.7	12.0	1.8
Proportion within Indigenous status	7.2	na	na	92.8	na	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.4 Proportion, relative standard error, and confidence intervals of year 4 students international level of mathematics achievement in TIMSS assessments by geolocation, 2011 (a), (b)

	Unit	Metropolitan	Provincial	Remote	*Aust*
			Per cent		
At or above intermediate	%	72.2	65.6	49.3	70.2
Advanced	%	10.8	7.6	2.7	9.8
High	%	26.4	22.6	17.0	25.3
Intermediate	%	35.0	35.4	29.7	35.0
At or less than low	%	27.8	34.4	50.7	29.8
Low	%	19.1	23.1	21.1	20.2
Below low	%	8.7	11.3	29.6	9.7
Total	%	**100.0**	**100.0**	**100.0**	**100.0**
Proportion within geolocation	%	72.3	26.6	1.2	100.0
			Relative standard error		
At or above intermediate	%	1.9	4.9	8.1	1.9
Advanced	%	10.1	18.1	80.7	9.3
High	%	4.6	7.4	29.0	4.0
Intermediate	%	3.3	7.4	14.0	2.9
At or less than low	%	5.1	9.4	7.9	4.6
Low	%	6.5	8.2	20.2	4.5
Below low	%	11.4	20.4	11.9	10.3
			95 per cent confidence interval		
At or above intermediate	±	2.8	6.3	7.8	2.7
Advanced	±	2.1	2.7	4.3	1.8
High	±	2.4	3.3	9.6	2.0
Intermediate	±	2.3	5.1	8.2	2.0
At or less than low	±	2.8	6.3	7.8	2.7
Low	±	2.4	3.7	8.4	1.8
Below low	±	2.0	4.5	6.9	2.0

(a) The SCSEEC Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

(b) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

Source : ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.5 Proportion, relative standard error, and confidence intervals of year 8 students international level of mathematics achievement in TIMSS assessments by State and Territory, 2011 (a)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
						Per cent				
At or above intermediate	%	66.8	64.4	58.7	60.8	58.2	49.0	74.4	44.1	62.9
Advanced	%	13.3	7.9	6.0	4.5	3.1	3.0	14.5	0.7	8.7
High	%	21.1	18.9	20.4	19.5	17.8	15.4	29.0	12.1	20.0
Intermediate	%	32.3	37.6	32.4	36.9	37.4	30.6	30.9	31.3	34.3
At or less than low	%	33.2	35.6	41.3	39.2	41.8	51.0	25.6	55.9	37.1
Low	%	23.7	25.7	29.3	27.2	29.1	32.8	17.8	35.1	26.2
Below low	%	9.5	9.9	12.0	11.9	12.7	18.2	7.7	20.9	10.8
Total	%	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Proportion within State/Territory	%	33.6	25.9	20.7	6.8	7.5	2.7	2.0	0.9	100.0
						Relative standard error				
At or above intermediate	%	7.6	5.7	6.3	8.3	6.6	7.7	4.2	17.1	3.8
Advanced	%	29.0	36.4	39.8	52.3	28.0	30.7	28.1	116.7	19.4
High	%	17.7	11.1	13.8	20.2	15.3	18.8	10.4	24.4	8.6
Intermediate	%	11.9	9.0	8.7	9.8	8.4	10.3	13.2	17.2	5.0
At or less than low	%	15.4	10.4	9.0	13.0	9.2	7.4	12.3	13.4	6.5
Low	%	17.5	9.4	9.5	15.6	10.6	9.8	17.3	8.5	7.0
Below low	%	20.0	23.3	16.3	25.4	17.8	13.4	17.7	33.3	9.9
						95 per cent confidence interval				
At or above intermediate	±	10.0	7.3	7.3	9.9	7.5	7.4	6.2	14.7	4.7
Advanced	±	7.6	5.7	4.6	4.6	1.7	1.8	8.0	1.5	3.3
High	±	7.3	4.1	5.5	7.7	5.3	5.7	5.9	5.8	3.4
Intermediate	±	7.5	6.6	5.5	7.1	6.2	6.2	8.0	10.5	3.4
At or less than low	±	10.0	7.3	7.3	9.9	7.5	7.4	6.2	14.7	4.7
Low	±	8.1	4.7	5.5	8.3	6.0	6.3	6.1	5.8	3.6
Below low	±	3.7	4.5	3.8	5.9	4.4	4.8	2.7	13.6	2.1

Table NEA.3.5 Proportion, relative standard error, and confidence intervals of year 8 students international level of mathematics achievement in TIMSS assessments by State and Territory, 2011 (a)

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

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

Source : ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.6 Proportion, relative standard error, and confidence intervals of year 8 students international level of mathematics achievement in TIMSS assessments by sex, 2011 (a)

	Males			*Females*		
	Estimate (%)	*Relative standard error (%)*	*95 per cent confidence interval (±)*	*Estimate (%)*	*Relative standard error (%)*	*95 per cent confidence interval (±)*
At or above intermediate	64.4	4.8	6.1	61.8	4.0	4.9
Advanced	10.3	25.3	5.1	7.2	20.9	2.9
High	20.4	11.2	4.5	19.6	9.2	3.5
Intermediate	33.6	6.8	4.5	35.1	6.3	4.3
At or less than low	35.6	8.7	6.1	38.2	6.5	4.9
Low	25.3	10.0	4.9	27.0	6.7	3.6
Below low	10.3	12.8	2.6	11.1	11.0	2.4
Proportion within sex	50.1	na	na	49.9	na	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.7 Proportion, relative standard error, and confidence intervals of year 8 students international level of mathematics achievement in TIMSS assessments by Indigenous status, 2011 (a)

	Indigenous			*Non-Indigenous*		
	Estimate (%)	*Relative standard error (%)*	*95 per cent confidence interval (±)*	*Estimate (%)*	*Relative standard error (%)*	*95 per cent confidence interval (±)*
At or above intermediate	31.8	10.0	6.3	65.1	3.9	5.0
Advanced	0.9	61.9	1.1	9.3	19.4	3.5
High	6.7	23.7	3.1	21.0	8.6	3.5
Intermediate	24.2	16.1	7.6	34.8	5.4	3.7
At or less than low	68.2	4.7	6.3	34.9	7.2	5.0
Low	36.2	9.1	6.4	25.5	7.8	3.9
Below low	32.1	10.6	6.7	9.4	10.9	2.0
Proportion within Indigenous status	5.2	na	na	94.8	na	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.8 Proportion, relative standard error, and confidence intervals of year 8 students international level of mathematics achievement in TIMSS assessments by geolocation, 2011 (a), (b)

	Unit	Metropolitan	Provincial	Remote	*Aust*
			Per cent		
At or above intermediate	%	66.4	54.5	40.3	62.9
Advanced	%	10.2	4.8	2.1	8.7
High	%	21.6	15.9	11.9	20.0
Intermediate	%	34.6	33.9	26.2	34.3
At or less than low	%	33.6	45.5	59.7	37.1
Low	%	24.0	32.2	29.0	26.2
Below low	%	9.6	13.3	30.7	10.8
Total	%	**100.0**	**100.0**	**100.0**	**100.0**
Proportion within geolocation	%	72.1	26.7	1.2	100.0
			Relative standard error		
At or above intermediate	%	4.0	8.6	37.5	3.8
Advanced	%	21.0	38.8	125.6	19.4
High	%	8.4	21.9	65.9	8.6
Intermediate	%	5.8	8.9	22.2	5.0
At or less than low	%	7.8	10.3	25.3	6.5
Low	%	8.3	10.7	38.3	7.0
Below low	%	11.9	16.5	27.6	9.9
			95 per cent confidence interval		
At or above intermediate	±	5.2	9.2	29.6	4.7
Advanced	±	4.2	3.6	5.3	3.3
High	±	3.6	6.8	15.4	3.4
Intermediate	±	3.9	5.9	11.4	3.4
At or less than low	±	5.2	9.2	29.6	4.7
Low	±	3.9	6.8	21.7	3.6
Below low	±	2.2	4.3	16.6	2.1

(a) The SCSEEC Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically

(b) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

Source : ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.9 **Proportion, relative standard error, and confidence intervals of year 8 students international level of mathematics achievement in TIMSS assessments by parental education, 2011 (a)**

	Unit	*Advanced*	*High*	*Intermediate*	*At or above intermediate*	*Low*	*Below low*	*At or less than low*	*Total*
					Per cent				
Parental education									
Completed a university degree	%	24.6	30.6	30.5	85.7	11.9	2.4	14.3	100.0
Completed post-secondary education but not university	%	4.7	19.7	39.3	63.7	27.1	9.3	36.3	100.0
Completed upper secondary education	%	2.8	15.5	37.4	55.6	30.4	14.0	44.4	100.0
Did not complete upper secondary education	%	1.6	6.9	24.1	32.7	37.8	29.4	67.3	100.0
Do not know	%	6.3	18.3	33.2	57.7	29.9	12.4	42.3	100.0
					Relative standard error				
Parental education									
Completed a university degree	%	19.6	9.9	10.5	2.6	19.8	32.8	15.6	na
Completed post-secondary education but not university	%	20.9	11.5	6.5	4.3	8.4	17.5	7.6	na
Completed upper secondary education	%	32.7	12.5	7.6	6.7	8.9	16.7	8.4	na
Did not complete upper secondary education	%	53.4	29.4	12.9	12.5	10.3	14.1	6.1	na
Do not know	%	23.4	10.8	5.0	4.7	7.5	10.3	6.4	na
					95 per cent confidence interval				
Parental education									
Completed a university degree	±	9.5	5.9	6.3	4.4	4.6	1.5	4.4	na
Completed post-secondary education but not university	±	1.9	4.4	5.0	5.4	4.4	3.2	5.4	na

Table NEA.3.9 Proportion, relative standard error, and confidence intervals of year 8 students international level of mathematics achievement in TIMSS assessments by parental education, 2011 (a)

	Unit	*Advanced*	*High*	*Intermediate*	*At or above intermediate*	*Low*	*Below low*	*At or less than low*	*Total*
Completed upper secondary education	±	1.8	3.8	5.6	7.3	5.3	4.6	7.3	na
Did not complete upper secondary education	±	1.7	4.0	6.1	8.0	7.6	8.2	8.0	na
Do not know	±	2.9	3.9	3.2	5.3	4.4	2.5	5.3	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source : ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.10 **Proportion, relative standard error, and confidence intervals of year 4 students international level of scientific achievement in TIMSS assessments by State and Territory, 2011 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
						Per cent				
At or above intermediate	%	73.9	76.7	66.0	66.4	67.6	71.7	83.3	60.6	71.6
Advanced	%	8.9	9.7	4.0	5.9	4.6	8.9	13.3	4.0	7.4
High	%	29.1	31.4	23.4	25.9	25.9	28.2	38.4	23.1	27.9
Intermediate	%	35.9	35.7	38.6	34.6	37.1	34.7	31.6	33.5	36.3
At or less than low	%	26.1	23.3	34.0	33.6	32.4	28.3	16.7	39.4	28.4
Low	%	18.0	16.8	23.5	20.6	23.1	19.9	13.5	24.5	19.6
Below low	%	8.1	6.5	10.4	13.0	9.3	8.4	3.2	14.9	8.8
Total	%	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Proportion within State/Territory	%	33.0	22.4	22.4	9.9	7.5	2.4	1.7	0.8	100.0
						Relative standard error				
At or above intermediate	%	3.2	2.5	4.5	4.3	4.7	4.2	2.7	10.6	1.8
Advanced	%	17.3	20.6	18.0	28.0	27.2	27.8	18.7	34.4	9.1
High	%	6.9	7.5	10.3	10.9	11.0	12.7	8.1	17.9	4.3
Intermediate	%	5.6	7.2	5.6	7.7	9.3	9.6	10.3	9.9	3.0
At or less than low	%	9.2	8.4	8.7	8.5	9.8	10.6	13.5	12.6	4.4
Low	%	10.7	9.7	8.5	12.8	11.3	11.6	14.9	17.0	4.9
Below low	%	20.5	12.4	25.9	14.6	19.7	22.0	33.7	29.4	10.9
						95 per cent confidence interval				
At or above intermediate	±	4.7	3.8	5.8	5.6	6.2	5.9	4.4	12.6	2.5
Advanced	±	2.9	3.9	1.4	3.1	2.4	4.9	4.9	2.7	1.3
High	±	3.9	4.5	4.7	5.5	5.7	7.1	6.1	8.0	2.3
Intermediate	±	3.9	5.1	4.3	5.3	6.9	6.5	6.5	6.5	2.1
At or less than low	±	4.7	3.8	5.8	5.6	6.2	5.9	4.4	16.3	2.5
Low	±	3.7	3.1	3.9	5.1	5.1	4.5	3.9	8.2	1.9
Below low	±	3.3	1.6	5.3	3.7	3.5	3.7	2.2	8.6	1.9

Table NEA.3.10 **Proportion, relative standard error, and confidence intervals of year 4 students international level of scientific achievement in TIMSS assessments by State and Territory, 2011 (a)**

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

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

Source : ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.11 **Proportion, relative standard error, and confidence intervals of year 4 students international level of scientific achievement in TIMSS assessments by sex, 2011 (a)**

	Males			*Females*		
	Estimate (%)	*Relative standard error (%)*	*95 per cent confidence interval (±)*	*Estimate (%)*	*Relative standard error (%)*	*95 per cent confidence interval (±)*
At or above intermediate	71.5	2.2	3.1	72.4	2.1	3.0
Advanced	8.2	13.1	2.1	6.8	11.7	1.6
High	28.6	5.0	2.8	27.6	4.9	2.6
Intermediate	34.7	4.3	2.9	38.0	3.8	2.8
At or less than low	28.5	5.5	3.1	27.6	5.5	3.0
Low	18.9	6.3	2.4	20.1	7.2	2.8
Below low	9.6	11.2	2.1	7.5	15.0	2.2
Proportion within sex	50.5	na	na	49.5	na	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.12 **Proportion, relative standard error, and confidence intervals of year 4 students international level of scientific achievement in TIMSS assessments by Indigenous status, 2011 (a)**

	Indigenous			Non-Indigenous		
	Estimate (%)	*Relative standard error (%)*	*95 per cent confidence interval (±)*	*Estimate (%)*	*Relative standard error (%)*	*95 per cent confidence interval (±)*
At or above intermediate	46.9	8.8	8.1	74.3	1.6	2.3
Advanced	1.6	65.0	2.0	8.0	8.6	1.3
High	14.0	21.4	5.9	29.4	3.9	2.3
Intermediate	31.3	13.2	8.1	36.9	3.0	2.1
At or less than low	53.1	7.7	8.1	25.7	4.6	2.3
Low	27.2	8.2	4.4	18.9	5.2	1.9
Below low	25.9	13.8	7.0	6.9	11.2	1.5
Proportion within Indigenous status	7.2	na	na	92.8	na	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source : ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.13 **Proportion, relative standard error, and confidence intervals of year 4 students international level of scientific achievement in TIMSS assessments by geolocation, 2011 (a), (b)**

	Unit	Metropolitan	Provincial	Remote	*Aust*
			Per cent		
At or above intermediate	%	73.3	67.5	52.0	71.6
Advanced	%	8.1	5.7	2.8	7.4
High	%	28.5	26.4	18.5	27.9
Intermediate	%	36.7	35.3	30.6	36.3
At or less than low	%	26.7	32.5	48.0	28.4
Low	%	18.8	21.9	18.7	19.6
Below low	%	7.9	10.5	29.4	8.8
Total	%	**100.0**	**100.0**	**100.0**	**100.0**
Proportion within geolocation	%	72.3	26.6	1.2	100.0
			Relative standard error		
At or above intermediate	%	2.1	3.7	12.3	1.8
Advanced	%	9.4	20.4	56.9	9.1
High	%	4.9	8.5	20.9	4.3
Intermediate	%	3.4	6.9	19.1	3.0
At or less than low	%	5.6	7.7	13.3	4.4
Low	%	5.8	8.7	28.2	4.9
Below low	%	11.8	23.9	12.6	10.9
			95 per cent confidence interval		
At or above intermediate	±	2.9	4.9	12.5	2.5
Advanced	±	1.5	2.3	3.2	1.3
High	±	2.8	4.4	7.6	2.3
Intermediate	±	2.4	4.8	11.4	2.1
At or less than low	±	2.9	4.9	12.5	2.5
Low	±	2.2	3.7	10.3	1.9
Below low	±	1.8	4.9	7.3	1.9

(a) The SCSEEC Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

(b) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

Source : ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.14 **Proportion, relative standard error, and confidence intervals of year 8 students international level of scientific achievement in TIMSS assessments by State and Territory, 2011 (a)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
						Per cent				
At or above intermediate	%	72.6	69.5	69.2	70.8	67.2	60.0	81.1	55.9	70.3
Advanced	%	16.0	7.4	9.3	7.4	5.0	5.5	19.4	2.5	10.6
High	%	25.0	24.3	24.5	27.6	24.1	21.5	33.8	17.8	24.8
Intermediate	%	31.6	37.9	35.4	35.8	38.0	33.0	27.9	35.6	34.8
At or less than low	%	27.4	30.5	30.8	29.2	32.8	40.0	18.9	44.1	29.7
Low	%	20.8	22.7	22.8	20.0	24.5	27.2	13.5	26.9	22.0
Below low	%	6.5	7.8	7.9	9.2	8.4	12.8	5.5	17.2	7.7
Total	%	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Proportion within State/Territory	%	33.6	25.9	20.7	6.8	7.5	2.7	2.0	0.9	100.0
						Relative standard error				
At or above intermediate	%	5.8	4.4	4.2	6.5	3.7	5.3	2.8	16.4	2.8
Advanced	%	25.0	26.7	30.2	26.7	23.6	22.4	25.2	68.9	15.3
High	%	13.2	10.1	11.5	11.3	10.9	16.8	8.2	20.0	6.3
Intermediate	%	10.6	6.7	8.4	9.5	6.7	8.0	14.9	21.9	4.3
At or less than low	%	15.5	10.0	9.5	15.8	7.7	8.0	11.8	20.8	6.7
Low	%	17.6	9.7	10.6	14.7	8.2	9.9	13.0	18.8	7.1
Below low	%	18.2	27.7	18.0	30.6	16.0	15.1	18.7	33.1	10.9
						95 per cent confidence interval				
At or above intermediate		8.3	5.9	5.7	9.0	4.9	6.3	4.4	18.0	3.9
Advanced	±	7.8	3.9	5.5	3.9	2.3	2.4	9.6	3.4	3.2
High	±	6.5	4.8	5.5	6.1	5.1	7.1	5.4	7.0	3.1
Intermediate	±	6.6	4.9	5.9	6.7	5.0	5.2	8.2	15.2	2.9
At or less than low	±	8.3	5.9	5.7	9.0	4.9	6.3	4.4	18.0	3.9
Low	±	7.2	4.3	4.8	5.8	3.9	5.3	3.4	9.9	3.1
Below low	±	2.3	4.2	2.8	5.5	2.6	3.8	2.0	11.2	1.6

Table NEA.3.14 **Proportion, relative standard error, and confidence intervals of year 8 students international level of scientific achievement in TIMSS assessments by State and Territory, 2011 (a)**

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

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

Source : ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.15 **Proportion, relative standard error, and confidence intervals of year 8 students international level of scientific achievement in TIMSS assessments by sex, 2011 (a)**

	Males			*Females*		
	Estimate (%)	*Relative standard error (%)*	*95 per cent confidence interval (±)*	*Estimate (%)*	*Relative standard error (%)*	*95 per cent confidence interval (±)*
At or above intermediate	73.0	3.1	4.4	68.0	3.6	4.7
Advanced	13.3	20.0	5.2	8.1	14.8	2.4
High	26.4	7.4	3.8	23.4	8.1	3.7
Intermediate	33.3	5.2	3.4	36.5	4.7	3.3
At or less than low	27.0	8.3	4.4	32.0	7.6	4.7
Low	19.9	8.0	3.1	24.0	8.9	4.2
Below low	7.1	15.3	2.1	8.0	11.1	1.7
Proportion within sex	50.1	na	na	49.9	na	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source : ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.16 **Proportion, relative standard error, and confidence intervals of year 8 students international level of scientific achievement in TIMSS assessments by Indigenous status, 2011 (a)**

	Indigenous			*Non-Indigenous*		
	Estimate (%)	*Relative standard error (%)*	*95 per cent confidence interval (±)*	*Estimate (%)*	*Relative standard error (%)*	*95 per cent confidence interval (±)*
At or above intermediate	42.2	7.4	6.1	72.3	2.8	4.0
Advanced	2.0	48.6	1.9	11.3	15.4	3.4
High	12.4	19.7	4.8	25.8	6.3	3.2
Intermediate	27.8	10.9	5.9	35.3	4.6	3.2
At or less than low	57.8	5.4	6.1	27.7	7.4	4.0
Low	34.5	7.8	5.3	21.0	7.8	3.2
Below low	23.3	10.9	5.0	6.6	12.9	1.7
Proportion within Indigenous status	5.2	na	na	94.8	na	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source: ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.17 **Proportion, relative standard error, and confidence intervals of year 8 students international level of scientific achievement in TIMSS assessments by geolocation, 2011 (a), (b)**

	Unit	Metropolitan	Provincial	Remote	*Aust*
			Per cent		
At or above intermediate	%	71.9	67.0	48.8	70.3
Advanced	%	11.7	8.1	4.2	10.6
High	%	25.8	22.8	15.3	24.8
Intermediate	%	34.4	36.1	29.3	34.8
At or less than low	%	28.1	33.0	51.2	29.7
Low	%	21.0	24.7	23.9	22.0
Below low	%	7.2	8.2	27.2	7.7
Total	%	**100.0**	**100.0**	**100.0**	**100.0**
Proportion within geolocation	%	72.1	26.7	1.2	100.0
			Relative standard error		
At or above intermediate	%	3.1	5.7	33.5	2.8
Advanced	%	16.2	36.5	80.0	15.3
High	%	7.2	11.3	60.9	6.3
Intermediate	%	5.0	7.9	18.8	4.3
At or less than low	%	8.0	11.6	32.0	6.7
Low	%	8.8	11.9	38.7	7.1
Below low	%	13.6	16.2	32.1	10.9
			95 per cent confidence interval		
At or above intermediate	±	4.4	7.5	32.1	3.9
Advanced	±	3.7	5.8	6.5	3.2
High	±	3.6	5.1	18.3	3.1
Intermediate	±	3.4	5.6	10.8	2.9
At or less than low	±	4.4	7.5	32.1	3.9
Low	±	3.6	5.8	18.1	3.1
Below low	±	1.9	2.6	17.2	1.6

(a) The SCSEEC Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

(b) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

Source : ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.18 **Proportion, relative standard error, and confidence intervals of year 8 students international level of scientific achievement in TIMSS assessments by State and Territory, by parental education, 2011 (a)**

	Unit	*Advanced*	*High*	*Intermediate*	*At or above intermediate*	*Low*	*Below low*	*At or less than low*	***Total***
					Per cent				
Parental education (d)									
Completed a university degree	%	27.4	35.7	25.5	88.5	10.5	1.0	11.5	**100.0**
Completed post-secondary education but not university	%	8.5	26.3	39.5	74.2	20.8	4.9	25.8	**100.0**
Completed upper secondary education	%	4.2	21.2	38.1	63.5	26.1	10.4	36.5	**100.0**
Did not complete upper secondary education	%	2.7	8.2	26.5	37.4	37.9	24.7	62.6	**100.0**
Do not know	%	7.6	23.4	36.8	67.7	23.9	8.4	32.3	**100.0**
					Relative standard error				
Parental education (d)									
Completed a university degree	%	16.1	8.6	10.5	1.9	16.2	40.6	14.5	na
Completed post-secondary education but not university	%	15.9	10.1	6.2	3.4	10.3	21.0	9.7	na
Completed upper secondary education	%	32.4	11.6	6.7	5.5	12.0	19.1	9.6	na
Did not complete upper secondary education	%	46.5	30.7	13.9	12.0	11.1	16.3	7.2	na
Do not know	%	20.4	6.4	5.4	3.3	8.0	14.3	6.9	na
					95 per cent confidence interval				
Parental education (d)									
Completed a university degree	±	8.6	6.0	5.3	3.3	3.3	0.8	3.3	na
Completed post-secondary education but not university	±	2.6	5.2	4.8	4.9	4.2	2.0	4.9	na

Table NEA.3.18 **Proportion, relative standard error, and confidence intervals of year 8 students international level of scientific achievement in TIMSS assessments by State and Territory, by parental education, 2011 (a)**

	Unit	*Advanced*	*High*	*Intermediate*	*At or above intermediate*	*Low*	*Below low*	*At or less than low*	***Total***
Completed upper secondary education	±	2.6	4.8	5.0	6.9	6.1	3.9	6.9	na
Did not complete upper secondary education	±	2.5	4.9	7.2	8.8	8.2	7.9	8.8	na
Do not know	±	3.0	2.9	3.9	4.4	3.7	2.4	4.4	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source : ACER (unpublished) Trends in International Mathematics and Science Study (TIMSS).

Table NEA.3.19 **Proportion, relative standard error, and confidence intervals of year 4 students international level of reading literacy in PIRLS assessments by State and Territory, 2011 (a)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
						Per cent				
At or above intermediate	%	77.9	80.5	69.8	71.4	73.5	73.0	87.0	66.9	75.6
Advanced	%	12.2	12.5	5.8	7.8	5.6	11.5	17.2	7.4	9.9
High	%	33.0	35.0	28.9	30.3	29.8	29.2	39.4	26.3	32.0
Intermediate	%	32.7	33.0	35.1	33.2	38.1	32.3	30.4	33.1	33.7
At or less than low	%	22.1	19.5	30.2	28.6	26.5	27.0	13.0	33.1	24.4
Low	%	16.4	14.7	20.5	18.2	19.2	18.3	10.8	22.1	17.3
Below low	%	5.8	4.8	9.7	10.4	7.3	8.7	2.2	11.0	7.1
Total	%	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Proportion within State/Territory	%	33.0	22.4	22.4	9.9	7.5	2.4	1.7	0.8	100.0
						Relative standard error				
At or above intermediate	%	2.6	2.3	4.0	3.0	2.7	4.2	2.2	7.7	1.4
Advanced	%	14.2	14.8	17.1	24.4	22.9	26.5	16.1	26.1	6.5
High	%	7.4	5.5	6.5	8.9	9.1	9.6	7.7	14.3	2.9
Intermediate	%	7.2	7.1	7.5	6.5	4.2	9.5	11.0	10.3	2.9
At or less than low	%	9.2	9.5	9.3	7.4	7.5	11.4	14.9	15.5	4.2
Low	%	9.7	9.6	8.3	9.8	9.6	16.1	15.7	16.6	4.6
Below low	%	16.8	16.0	20.1	16.6	17.6	31.4	37.0	29.9	9.4
						95 per cent confidence interval				
At or above intermediate	±	4.0	3.6	5.5	3.9	4.2	6.1	3.8	10.1	2.0
Advanced	±	3.4	3.6	1.9	3.7	2.5	6.0	5.4	3.8	1.3
High	±	4.8	3.8	3.7	5.3	5.3	5.5	6.0	7.4	1.8
Intermediate	±	4.6	4.6	5.2	4.2	3.2	6.0	6.6	6.7	1.9
At or less than low	±	4.0	3.6	5.5	3.9	4.2	6.1	3.8	10.1	2.0
Low	±	3.1	2.8	3.4	3.5	3.6	5.8	3.3	7.2	1.5
Below low	±	1.9	1.5	3.8	3.4	2.5	5.4	1.6	6.4	1.3

Table NEA.3.19 **Proportion, relative standard error, and confidence intervals of year 4 students international level of reading literacy in PIRLS assessments by State and Territory, 2011 (a)**

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

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

Source : ACER (unpublished) Progress in International Reading Literacy Study (PIRLS).

Table NEA.3.20 **Proportion, relative standard error, and confidence intervals of year 4 students international level of reading literacy in PIRLS assessments by sex, 2011 (a)**

	Males			*Females*		
	Estimate (%)	*Relative standard error (%)*	*95 per cent confidence interval (±)*	*Estimate (%)*	*Relative standard error (%)*	*95 per cent confidence interval (±)*
At or above intermediate	72.2	1.9	2.6	79.2	1.5	2.4
Advanced	8.1	10.2	1.6	11.9	10.2	2.4
High	30.6	4.2	2.5	33.3	3.3	2.2
Intermediate	33.5	3.4	2.2	34.0	4.8	3.2
At or less than low	27.8	4.9	2.6	20.8	5.8	2.4
Low	18.8	6.5	2.4	15.6	6.6	2.0
Below low	8.9	11.8	2.1	5.1	10.8	1.1
Proportion within sex	50.7	na	na	49.3	na	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source : ACER (unpublished) Progress in International Reading Literacy Study (PIRLS).

Table NEA.3.21 **Proportion, relative standard error, and confidence intervals of year 4 students international level of reading literacy in PIRLS assessments by Indigenous status, 2011 (a)**

	Indigenous			Non-Indigenous		
	Estimate (%)	*Relative standard error (%)*	*95 per cent confidence interval (±)*	*Estimate (%)*	*Relative standard error (%)*	*95 per cent confidence interval (±)*
At or above intermediate	51.7	7.5	7.7	77.9	1.2	1.8
Advanced	3.1	47.9	3.0	10.6	6.8	1.4
High	17.7	17.8	6.2	33.3	3.0	1.9
Intermediate	30.9	15.4	9.3	34.0	2.9	2.0
At or less than low	48.3	8.1	7.7	22.1	4.2	1.8
Low	27.5	14.0	7.5	16.4	4.3	1.4
Below low	20.8	11.6	4.7	5.7	10.2	1.1
Proportion within Indigenous status	7.2	na	na	92.8	na	na

(a) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

na Not available.

Source : ACER (unpublished) Progress in International Reading Literacy Study (PIRLS).

Table NEA.3.22 Proportion, relative standard error, and confidence intervals of year 4 students international level of reading literacy in PIRLS assessments by geolocation, 2011 (a), (b)

	Unit	Metropolitan	Provincial	Remote	Aust
			Per cent		
At or above intermediate	%	77.6	71.4	47.9	*75.6*
Advanced	%	10.7	8.2	1.3	9.9
High	%	33.0	29.9	16.0	32.0
Intermediate	%	33.9	33.4	30.6	33.7
At or less than low	%	22.4	28.6	52.1	*24.4*
Low	%	16.3	19.8	25.0	17.3
Below low	%	6.1	8.8	27.1	7.1
Total	%	**100.0**	**100.0**	**100.0**	**100.0**
Proportion within geolocation	%	72.2	26.6	1.2	100.0
			Relative standard error		
At or above intermediate	%	1.5	2.8	7.9	1.4
Advanced	%	7.2	17.5	95.7	6.5
High	%	3.7	6.5	20.8	2.9
Intermediate	%	3.2	8.8	9.8	2.9
At or less than low	%	5.2	7.0	7.2	4.2
Low	%	5.7	6.4	47.1	4.6
Below low	%	11.5	16.2	46.5	9.4
			95 per cent confidence interval		
At or above intermediate	±	2.3	3.9	7.4	2.0
Advanced	±	1.5	2.8	2.4	1.3
High	±	2.4	3.8	6.5	1.8
Intermediate	±	2.1	5.8	5.9	1.9
At or less than low	±	2.3	3.9	7.4	2.0
Low	±	1.8	2.5	23.1	1.5
Below low	±	1.4	2.8	24.6	1.3

(a) The SCSEEC Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

(b) Estimates with a relative standard error (RSE) between 25 per cent and 50 per cent should be used with caution. Estimates with an RSE greater than 50 per cent are considered too unreliable for general use.

Source : ACER (unpublished) Progress in International Reading Literacy Study (PIRLS).

NEA Indicator 4

The proportion of young people who have attained at least a year 12 or equivalent or AQF Certificate II/III or above

Table NEA.4.1 Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate II level or above, 2011 (Census) (a), (b), (c)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (d)
20–24 year old population with relevant qualification	no.	351 462	307 249	228 811	120 062	80 927	21 411	26 048	9 189	1 145 254
Total 20–24 year old population	no.	414 314	349 139	270 169	144 530	98 909	27 719	28 620	14 263	1 347 779
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert II or above	**%**	**84.8**	**88.0**	**84.7**	**83.1**	**81.8**	**77.2**	**91.0**	**64.4**	**85.0**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'.

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

(d) Australia includes 'Other Territories'.

Source : ABS (unpublished) 2011 Census of Population and Housing.

Table NEA.4.2 Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or attained a formal qualification at AQF Certificate II level or above, by Indigenous status, 2011 (Census) (a), (b), (c), (d)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (e)
20–24 year old Indigenous population with relevant qualification	no.	6 930	1 868	7 150	2 350	1 212	893	382	1 266	22 056
Total 20–24 year old Indigenous population	no.	12 408	3 036	11 438	5 183	2 392	1 541	537	4 407	40 951
Proportion of the 20–24 year old Indigenous population having attained at least a year 12 or equivalent or Cert II or above	**%**	**55.9**	**61.5**	**62.5**	**45.3**	**50.7**	**57.9**	**71.1**	**28.7**	**53.9**
20–24 year old non-Indigenous population with relevant qualification	no.	341 715	302 597	220 206	116 930	79 166	20 366	25 521	7 881	1 114 472
Total 20–24 year old non-Indigenous population	no.	398 361	342 828	256 881	138 334	95 816	25 968	27 907	9 778	1 295 977
Proportion of the 20–24 year old non-Indigenous population having attained at least a year 12 or equivalent or Cert II or above	**%**	**85.8**	**88.3**	**85.7**	**84.5**	**82.6**	**78.4**	**91.5**	**80.6**	**86.0**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'.

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

(d) Excludes people who did not state their Indigenous status.

(e) Australia includes 'Other Territories'.

Source : ABS (unpublished) 2011 Census of Population and Housing.

Table NEA.4.3 Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate II level or above, by SEIFA IRSD quintiles, 2011 (Census) (a), (b), (c), (d), (e)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust (f)*
						Quintile 1				
20–24 year old population with relevant qualification	no.	70 839	46 181	35 402	12 563	16 697	5 807	458	1 424	189 381
Total 20–24 year old population	no.	94 655	58 371	47 939	18 303	23 822	8 800	584	4 302	256 796
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above	**%**	**74.8**	**79.1**	**73.8**	**68.6**	**70.1**	**66.0**	**78.4**	**33.1**	**73.7**
						Quintile 2				
20–24 year old population with relevant qualification	no.	70 639	56 622	45 777	20 319	19 657	5 014	1 353	1 091	220 514
Total 20–24 year old population	no.	85 621	66 527	56 523	26 179	24 444	6 645	1 569	1 556	269 115
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above	**%**	**82.5**	**85.1**	**81.0**	**77.6**	**80.4**	**75.5**	**86.2**	**70.1**	**81.9**
						Quintile 3				
20–24 year old population with relevant qualification	no.	62 590	64 002	51 803	23 833	16 047	5 095	2 683	1 797	227 881
Total 20–24 year old population	no.	73 014	72 750	60 352	28 834	18 830	6 124	3 181	2 380	265 496
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above	**%**	**85.7**	**88.0**	**85.8**	**82.7**	**85.2**	**83.2**	**84.3**	**75.5**	**85.8**
						Quintile 4				
20–24 year old population with relevant qualification	no.	62 819	68 632	49 757	28 267	16 382	3 331	6 027	2 121	237 346
Total 20–24 year old population	no.	70 448	75 329	55 711	32 725	18 484	3 759	6 754	2 598	265 818
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above	**%**	**89.2**	**91.1**	**89.3**	**86.4**	**88.6**	**88.6**	**89.2**	**81.6**	**89.3**

Table NEA.4.3 Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate II level or above, by SEIFA IRSD quintiles, 2011 (Census) (a), (b), (c), (d), (e)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust (f)*
						Quintile 5				
20–24 year old population with relevant qualification	no.	79 001	68 843	42 566	32 671	11 487	1 926	13 281	2 216	251 991
Total 20–24 year old population	no.	84 476	72 910	45 737	35 698	12 528	2 111	14 239	2 672	270 371
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above	**%**	**93.5**	**94.4**	**93.1**	**91.5**	**91.7**	**91.2**	**93.3**	**82.9**	**93.2**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd'.

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate II level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

(d) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(e) Only includes people whose SEIFA IRSD status could be determined.

(f) Australia includes 'Other Territories'.

Source : ABS (unpublished) 2011 Census of Population and Housing.

Table NEA.4.4 Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate II level or above, by SEIFA IRSD quintiles, 2012 (a), (b), (c)

	Unit	*Quintile 1*	*Quintile 2*	*Quintile 3*	*Quintile 4*	*Quintile 5*	*Total* (d)
				Estimates			
20–24 year old population with relevant qualification	'000	230.2	273.6	271.0	306.2	322.5	1406.6
Total 20–24 year old population	'000	294.5	330.2	318.5	340.8	349.2	1637.1
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above	**%**	**78.2**	**82.9**	**85.1**	**89.8**	**92.3**	**85.9**
				Relative standard error			
20–24 year old population with relevant qualification	%	7.2	6.5	7.4	5.6	5.2	0.8
Total 20–24 year old population	%	6.1	6.4	6.8	5.0	5.3	0.2
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above	%	**2.8**	**2.0**	**2.3**	**1.6**	**1.3**	**0.8**
				95 per cent confidence intervals			
20–24 year old population with relevant qualification	±	32.4	34.8	39.4	33.7	32.6	23.3
Total 20–24 year old population	±	35.4	41.7	42.6	33.2	36.3	7.4
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above	±	**4.3**	**3.2**	**3.8**	**2.8**	**2.3**	**1.3**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate II level or above includes 'Certificate I or II nfd', but excludes 'Certificate nfd' and 'level not determined'.

(b) People who did not have year 12 and their level of non-school qualification could not be determined are assumed to have attained below a Certificate II and are therefore excluded from the numerator but included in the denominator.

(c) 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).

(d) Total includes people whose SEIFA status could not be determined.

Source: ABS (unpublished) Survey of Education and Work, 2012.

Table NEA.4.5 Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, 2011 (Census) (a), (b), (c)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (d)
20–24 year old population with relevant qualification	no.	348 374	305 248	226 766	118 857	79 684	20 955	25 931	8 991	1 134 903
Total 20–24 year old population	no.	414 274	349 105	270 148	144 519	98 888	27 713	28 613	14 257	1 347 636
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert III or above	**%**	**84.1**	**87.4**	**83.9**	**82.2**	**80.6**	**75.6**	**90.6**	**63.1**	**84.2**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd'.

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

(d) Australia includes 'Other Territories'.

Source : ABS (unpublished) 2011 Census of Population and Housing.

Table NEA.4.6 Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or attained a formal qualification at AQF Certificate III level or above, by Indigenous status, 2011 (Census) (a), (b), (c), (d)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (e)
						Indigenous				
20–24 year old Indigenous population with relevant qualification	no.	6 632	1 810	6 970	2 252	1 147	845	367	1 186	21 215
Total 20–24 year old Indigenous population	no.	12 407	3 039	11 438	5 186	2 392	1 536	533	4 402	40 944
Proportion of the 20–24 year old Indigenous population having attained at least a year 12 or equivalent or Cert III or above	**%**	**53.5**	**59.6**	**60.9**	**43.4**	**48.0**	**55.0**	**68.9**	**26.9**	**51.8**
						Non-Indigenous				
20–24 year old non-Indigenous population with relevant qualification	no.	338 944	300 669	218 349	115 823	77 992	19 968	25 420	7 764	1 105 017
Total 20–24 year old non-Indigenous population	no.	398 326	342 795	256 860	138 318	95 793	25 967	27 903	9 778	1 295 842
Proportion of the 20–24 year old non-Indigenous population having attained at least a year 12 or equivalent or Cert III or above	**%**	**85.1**	**87.7**	**85.0**	**83.7**	**81.4**	**76.9**	**91.1**	**79.4**	**85.3**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd'.

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

(d) Excludes people who did not state their Indigenous status.

(e) Australia includes 'Other Territories'.

Source : ABS (unpublished) 2011 Census of Population and Housing.

Table NEA.4.7 Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles, 2011 (Census) (a), (b), (c), (d), (e)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (f)
						Quintile 1				
20–24 year old population with relevant qualification	no.	69 655	45 540	34 711	12 284	16 185	5 606	456	1 369	185 818
Total 20–24 year old population	no.	94 640	58 357	47 931	18 296	23 817	8 801	582	4 304	256 749
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**73.6**	**78.0**	**72.4**	**67.1**	**68.0**	**63.7**	**78.4**	**31.8**	**72.4**
						Quintile 2				
20–24 year old population with relevant qualification	no.	69 883	56 113	45 240	20 037	19 313	4 894	1 342	1 053	217 916
Total 20–24 year old population	no.	85 611	66 519	56 517	26 178	24 435	6 644	1 565	1 553	269 074
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**81.6**	**84.4**	**80.0**	**76.5**	**79.0**	**73.7**	**85.8**	**67.8**	**81.0**
						Quintile 3				
20–24 year old population with relevant qualification	no.	62 067	63 610	51 420	23 592	15 868	5 012	2 658	1 758	226 017
Total 20–24 year old population	no.	73 005	72 745	60 344	28 833	18 831	6 126	3 179	2 381	265 476
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**85.0**	**87.4**	**85.2**	**81.8**	**84.3**	**81.8**	**83.6**	**73.8**	**85.1**
						Quintile 4				
20–24 year old population with relevant qualification	no.	62 484	68 322	49 489	28 025	16 241	3 295	5 988	2 088	235 943
Total 20–24 year old population	no.	70 441	75 320	55 709	32 721	18 483	3 758	6 754	2 600	265 797
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**88.7**	**90.7**	**88.8**	**85.6**	**87.9**	**87.7**	**88.7**	**80.3**	**88.8**

Table NEA.4.7 **Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles, 2011 (Census) (a), (b), (c), (d), (e)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (f)
						Quintile 5				
20–24 year old population with relevant qualification	no.	78 741	68 704	42 419	32 523	11 429	1 917	13 244	2 191	251 168
Total 20–24 year old population	no.	84 476	72 906	45 735	35 695	12 527	2 111	14 239	2 670	270 359
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**93.2**	**94.2**	**92.7**	**91.1**	**91.2**	**90.8**	**93.0**	**82.1**	**92.9**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd'.

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

(d) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(e) Only includes people whose SEIFA IRSD status could be determined.

(f) Australia includes 'Other Territories'.

Source: ABS (unpublished) 2011 Census of Population and Housing.

Table NEA.4.8 Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles, 2012 (a), (b), (c)

	Unit	*Quintile 1*	*Quintile 2*	*Quintile 3*	*Quintile 4*	*Quintile 5*	*Total* (d)
				Estimates			
20–24 year old population with relevant qualification	'000	222.6	269.1	268.1	304.4	318.3	1385.5
Total 20–24 year old population	'000	294.5	330.2	318.5	340.8	349.2	1637.1
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**75.6**	**81.5**	**84.2**	**89.3**	**91.2**	**84.6**
				Relative standard errors			
20–24 year old population with relevant qualification	%	7.4	6.6	7.3	5.6	5.2	0.9
Total 20–24 year old population	%	6.1	6.4	6.8	5.0	5.3	0.2
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**3.0**	**2.2**	**2.6**	**1.7**	**1.3**	**0.8**
				95 per cent confidence intervals			
20–24 year old population with relevant qualification	±	32.3	34.7	38.4	33.5	32.4	23.8
Total 20–24 year old population	±	35.4	41.7	42.6	33.2	36.3	7.4
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**±**	**4.5**	**3.6**	**4.3**	**2.9**	**2.4**	**1.3**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd' and 'level not determined'.

(b) People who did not have year 12 and their level of non-school qualification could not be determined are assumed to have attained below a Certificate III and are therefore excluded from the numerator but included in the denominator.

(c) 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).

(d) Total includes people whose SEIFA status could not be determined.

Source: ABS (unpublished) Survey of Education and Work, 2012.

Table NEA.4.9 Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, 2006 (Census) (a), (b), (c)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (d)
20–24 year old population with relevant qualification	no.	318 888	264 856	200 689	96 918	70 656	19 457	23 215	7 112	1 001 885
Total 20–24 year old population	no.	389 237	310 170	244 096	122 213	92 500	26 707	25 751	12 587	1 223 380
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert III or above	**%**	**81.9**	**85.4**	**82.2**	**79.3**	**76.4**	**72.9**	**90.2**	**56.5**	**81.9**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd'.

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

(d) Australia includes 'Other Territories'.

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

Table NEA.4.10 **Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or attained a formal qualification at AQF Certificate III level or above, by Indigenous status, 2006 (Census) (a), (b), (c), (d)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (e)
						Indigenous				
20–24 year old Indigenous population with relevant qualification	no.	4 478	1 173	5 065	1 516	741	730	221	677	14 609
Total 20–24 year old Indigenous population	no.	9 352	2 204	9 014	4 051	1 880	1 335	347	4 012	32 210
Proportion of the 20–24 year old Indigenous population having attained at least a year 12 or equivalent or Cert III or above	**%**	**47.9**	**53.2**	**56.2**	**37.4**	**39.4**	**54.7**	**63.7**	**16.9**	**45.4**
						Non-Indigenous				
20–24 year old non-Indigenous population with relevant qualification	no.	311 424	261 112	194 262	94 663	69 406	18 586	22 855	6 390	978 782
Total 20–24 year old non-Indigenous population	no.	376 020	304 773	233 330	117 186	89 898	25 157	25 236	8 499	1 180 201
Proportion of the 20–24 year old non-Indigenous population having attained at least a year 12 or equivalent or Cert III or above	**%**	**82.8**	**85.7**	**83.3**	**80.8**	**77.2**	**73.9**	**90.6**	**75.2**	**82.9**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd'.

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

(d) Excludes people who did not state their Indigenous status.

(e) Australia includes 'Other Territories'.

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

Table NEA.4.11 **Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles, 2006 (Census) (a), (b), (c), (d), (e)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (f)
						Quintile 1				
20–24 year old population with relevant qualification	no.	57 864	37 323	28 107	10 808	14 307	5 153	549	1 254	155 406
Total 20–24 year old population	no.	81 513	50 023	40 252	16 967	22 754	8 641	647	3 983	224 838
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**71.0**	**74.6**	**69.8**	**63.7**	**62.9**	**59.6**	**84.9**	**31.5**	**69.1**
						Quintile 2				
20–24 year old population with relevant qualification	no.	62 614	45 749	39 683	17 402	16 687	4 300	1 405	1 220	189 063
Total 20–24 year old population	no.	79 105	56 440	50 865	23 549	22 315	6 112	1 642	1 844	241 875
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**79.2**	**81.1**	**78.0**	**73.9**	**74.8**	**70.4**	**85.6**	**66.2**	**78.2**
						Quintile 3				
20–24 year old population with relevant qualification	no.	56 911	55 841	44 950	19 251	12 922	4 660	2 758	1 662	198 966
Total 20–24 year old population	no.	69 045	65 632	54 136	24 626	16 294	5 805	3 252	2 309	241 110
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**82.4**	**85.1**	**83.0**	**78.2**	**79.3**	**80.3**	**84.8**	**72.0**	**82.5**
						Quintile 4				
20–24 year old population with relevant qualification	no.	57 993	60 137	44 366	21 010	15 113	3 605	6 899	1 286	210 415
Total 20–24 year old population	no.	68 014	67 566	51 122	25 178	17 977	4 160	7 821	1 677	243 525
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**85.3**	**89.0**	**86.8**	**83.4**	**84.1**	**86.7**	**88.2**	**76.7**	**86.4**

Table NEA.4.11 **Proportion of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles, 2006 (Census) (a), (b), (c), (d), (e)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (f)
						Quintile 5				
20–24 year old population with relevant qualification	no.	80 865	63 321	40 548	27 071	11 094	1 657	10 353	1 233	236 171
Total 20–24 year old population	no.	88 345	67 699	44 134	30 150	12 453	1 838	11 098	1 560	257 309
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**91.5**	**93.5**	**91.9**	**89.8**	**89.1**	**90.2**	**93.3**	**79.0**	**91.8**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd'.

(b) People who did not state if they had a non-school qualification (or whose level of education was inadequately described) and did not have year 12, are excluded from the calculation (numerator and denominator). People who did not state their highest year of school and did not have a qualification at Certificate III level or above, are also excluded.

(c) People who are not stated or inadequately described to both highest year of school and non-school qualification are excluded.

(d) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(e) Only includes people whose SEIFA IRSD status could be determined.

(f) Australia includes 'Other Territories'.

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

Table NEA.4.12 **Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles, 2011 (a), (b), (c)**

	Unit	*Quintile 1*	*Quintile 2*	*Quintile 3*	*Quintile 4*	*Quintile 5*	*Total* (d)
				Estimates			
20–24 year old population with relevant qualification	'000	216.8	233.4	276.2	309.5	319.5	1 361.0
Total 20–24 year old population	'000	306.4	298.9	332.7	356.8	342.0	1 644.8
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**70.8**	**78.1**	**83.0**	**86.7**	**93.4**	**82.7**
				Relative standard errors			
20–24 year old population with relevant qualification	%	5.6	5.8	7.1	7.3	5.5	0.8
Total 20–24 year old population	%	4.7	5.4	6.3	6.5	5.3	0.3
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**2.8**	**2.3**	**2.0**	**1.9**	**1.0**	**0.8**
				95 per cent confidence intervals			
20–24 year old population with relevant qualification	±	23.9	26.7	38.4	44.3	34.4	22.4
Total 20–24 year old population	±	28.4	31.5	40.8	45.6	35.3	8.7
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**±**	**3.9**	**3.5**	**3.3**	**3.2**	**1.9**	**1.3**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd' and 'level not determined'.

(b) People who did not have year 12 and their level of non-school qualification could not be determined are assumed to have attained below a Certificate III and are therefore excluded from the numerator but included in the denominator.

(c) 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).

(d) Total includes people whose SEIFA status could not be determined.

Source : ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.4.13 Proportion, relative standard error, and confidence intervalsof young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles, 2010 (a), (b), (c)

	Unit	*Quintile 1*	*Quintile 2*	*Quintile 3*	*Quintile 4*	*Quintile 5*	*Total* (d)
				Estimates			
20–24 year old population with relevant qualification	'000	214.9	246.9	281.0	296.9	328.2	1 373.7
Total 20–24 year old population	'000	289.6	305.8	320.7	342.6	360.0	1 625.2
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**74.2**	**80.8**	**87.6**	**86.7**	**91.2**	**84.5**
				Relative standard errors			
20–24 year old population with relevant qualification	%	7.9	6.1	6.1	5.5	5.2	0.9
Total 20–24 year old population	%	6.4	5.4	6.3	5.2	4.8	0.4
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**2.4**	**1.8**	**1.1**	**1.6**	**1.4**	**0.9**
				95 per cent confidence intervals			
20–24 year old population with relevant qualification	±	33.2	29.3	33.9	32.3	33.7	25.4
Total 20–24 year old population	±	36.2	32.4	39.7	35.0	34.2	11.6
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**±**	**3.5**	**2.9**	**1.9**	**2.7**	**2.5**	**1.5**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd' and 'level not determined'.

(b) People who did not have year 12 and their level of non-school qualification could not be determined are assumed to have attained below a Certificate III and are therefore excluded from the numerator but included in the denominator.

(c) 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).

(d) Total includes people whose SEIFA status could not be determined.

Source : ABS (unpublished) Survey of Education and Work, 2010.

Table NEA.4.14 **Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles, 2009 (a), (b), (c)**

	Unit	*Quintile 1*	*Quintile 2*	*Quintile 3*	*Quintile 4*	*Quintile 5*	*Total* (d)
				Estimates			
20–24 year old population with relevant qualification	'000	205.5	229.2	223.0	266.1	333.1	1 263.4
Total 20–24 year old population	'000	287.9	285.9	270.3	305.4	352.2	1 512.7
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**71.4**	**80.2**	**82.5**	**87.1**	**94.6**	**83.5**
				Relative standard errors			
20–24 year old population with relevant qualification	%	7.9	9.1	5.9	6.2	6.7	1.1
Total 20–24 year old population	%	6.3	8.2	5.3	6.0	6.5	0.3
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**3.3**	**2.9**	**2.5**	**1.6**	**0.9**	**1.0**
				95 per cent confidence intervals			
20–24 year old population with relevant qualification	±	32.0	40.9	25.8	32.3	43.9	28.3
Total 20–24 year old population	±	35.4	46.0	28.1	35.7	45.0	7.5
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**±**	**4.7**	**4.5**	**4.0**	**2.8**	**1.7**	**1.7**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd' and 'level not determined'.

(b) People who did not have year 12 and their level of non-school qualification could not be determined are assumed to have attained below a Certificate III and are therefore excluded from the numerator but included in the denominator.

(c) 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).

(d) Total includes people whose SEIFA status could not be determined.

Source : ABS (unpublished) Survey of Education and Work, 2009.

Table NEA.4.15 **Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed year 12 (or equivalent) or attained a formal qualification at AQF Certificate III level or above, by Indigenous status, 2008 (a), (b)**

	Unit	*Indigenous*	*Non-Indigenous*
		Estimate	
20–24 year old population with relevant qualification	*'000*	19.6	1 204.5
Total 20–24 year old population	*'000*	44.5	1 435.3
Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or Cert III or above	***%***	**44.1**	**83.9**
		Relative standard error	
20–24 year old population with relevant qualification	*%*	6.3	0.9
Total 20–24 year old population	*%*	1.9	0.5
Proportion of the 20–24 year old Indigenous population having attained at least a year 12 or equivalent or Cert III or above	*%*	6.0	0.8
		95 per cent confidence interval	
20–24 year old population with relevant qualification	±	2.4	21.2
Total 20–24 year old population	±	1.7	14.0
Proportion of the 20–24 year old Indigenous population having attained at least a year 12 or equivalent or Cert III or above	**±**	**5.2**	**1.3**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd' and 'level not determined' .

(b) People who did not complete year 12 and also those whose level of non-school qualification could not be determined are assumed to have an educational attainment below Certificate III level and are therefore excluded from the numerator but included in the denominator.

Source : ABS (unpublished) Survey of Education and Work, 2008; ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2008.

Table NEA.4.16 Proportion, relative standard error, and confidence intervals of young people aged 20–24 years who have completed year 12 (or equivalent) or gained a qualification at AQF Certificate III level or above, by SEIFA IRSD quintiles, 2008 (a), (b), (c)

	Unit	*Quintile 1*	*Quintile 2*	*Quintile 3*	*Quintile 4*	*Quintile 5*	*Total* (d)
				Estimates			
20–24 year old population with relevant qualification	'000	193.1	234.4	239.2	248.4	285.5	1 217.1
Total 20–24 year old population	'000	269.7	298.8	277.7	290.3	308.0	1 462.9
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**71.6**	**78.4**	**86.2**	**85.5**	**92.7**	**83.2**
				Relative standard errors			
20–24 year old population with relevant qualification	%	7.1	6.2	5.8	6.4	5.3	0.8
Total 20–24 year old population	%	5.8	5.7	5.7	5.4	4.9	0.2
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**%**	**3.1**	**2.3**	**1.7**	**1.8**	**1.3**	**0.8**
				95 per cent confidence intervals			
20–24 year old population with relevant qualification	±	26.8	28.7	27.1	31.0	29.9	20.0
Total 20–24 year old population	±	30.4	33.3	31.0	31.0	29.7	6.9
Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above	**±**	**4.3**	**3.5**	**2.9**	**3.1**	**2.3**	**1.3**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Certificate III level or above excludes 'Certificate nfd' and 'level not determined'.

(b) People who did not have year 12 and their level of non-school qualification could not be determined are assumed to have attained below a Certificate III and are therefore excluded from the numerator but included in the denominator.

(c) 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).

(d) Total includes people whose SEIFA status could not be determined.

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

NEA Indicator 5:

The proportion of young people participating in post-school education, training or employment

Table NEA.5.1 **Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory, 2011 (Census) (a), (b), (c), (d), (e)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (f)
						Estimate				
Total fully engaged (g)	no.	415 724	350 540	268 154	152 545	93 991	27 067	31 305	11 063	1 350 509
Engaged through full-time study and full-time employment	no.	7 661	5 707	4 794	2 282	1 278	289	1 719	228	23 970
Primarily engaged through full-time study	no.	189 810	174 716	101 068	59 206	42 330	11 227	14 424	1 517	594 304
Primarily engaged through full-time employment	no.	197 845	155 380	151 661	85 089	46 111	14 441	14 007	8 917	673 553
Engaged through part-time study and part-time employment	no.	16 762	12 161	8 879	4 905	3 572	925	962	304	48 470
Not fully engaged	no.	151 697	112 267	120 083	53 426	41 289	13 553	6 293	8 104	506 767
Total	**no.**	**567 421**	**462 807**	**388 237**	**205 971**	**135 280**	**40 620**	**37 598**	**19 167**	**1 857 276**
						Proportion				
Total fully engaged (g)	%	73.3	75.7	69.1	74.1	69.5	66.6	83.3	57.7	72.7
Engaged through full-time study and full-time employment	%	1.4	1.2	1.2	1.1	0.9	0.7	4.6	1.2	1.3
Primarily engaged through full-time study	%	33.5	37.8	26.0	28.7	31.3	27.6	38.4	7.9	32.0
Primarily engaged through full-time employment	%	34.9	33.6	39.1	41.3	34.1	35.6	37.3	46.5	36.3
Engaged through part-time study and part-time employment	%	3.0	2.6	2.3	2.4	2.6	2.3	2.6	1.6	2.6
Not fully engaged	%	26.7	24.3	30.9	25.9	30.5	33.4	16.7	42.3	27.3

Table NEA.5.1 **Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory, 2011 (Census) (a), (b), (c), (d), (e)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (f)
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

(b) The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.

(d) People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.

(e) People who did not state their labour force status and did not state their student status are excluded.

(f) Australia includes 'Other territories'.

(g) People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.

Source : ABS (unpublished) 2011 Census of Population and Housing.

Table NEA.5.2 Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory, 2006 (Census) (a), (b), (c), (d), (e)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust (f)
						Estimate				
Total fully engaged (g)	no.	397 646	321 255	253 488	136 648	91 079	26 675	28 383	9 950	1 265 233
Engaged through full-time study and full-time employment	no.	6 543	4 700	4 356	1 735	1 210	305	1 242	205	20 309
Primarily engaged through full-time study	no.	156 083	147 062	80 160	48 504	34 532	9 995	11 854	1 414	489 619
Primarily engaged through full-time employment	no.	216 862	157 949	160 339	81 500	51 528	15 494	14 291	7 995	706 039
Engaged through part-time study and part-time employment	no.	14 062	9 060	6 986	3 839	3 079	676	812	254	38 768
Not fully engaged	no.	143 475	100 388	96 579	43 113	37 878	12 622	5 990	7 563	447 674
Total	**no.**	**541 121**	**421 643**	**350 067**	**179 761**	**128 957**	**39 297**	**34 373**	**17 513**	**1 712 907**
						Proportion				
Total fully engaged (g)	%	73.5	76.2	72.4	76.0	70.6	67.9	82.6	56.8	73.9
Engaged through full-time study and full-time employment	%	1.2	1.1	1.2	1.0	0.9	0.8	3.6	1.2	1.2
Primarily engaged through full-time study	%	28.8	34.9	22.9	27.0	26.8	25.4	34.5	8.1	28.6
Primarily engaged through full-time employment	%	40.1	37.5	45.8	45.3	40.0	39.4	41.6	45.7	41.2
Engaged through part-time study and part-time employment	%	2.6	2.1	2.0	2.1	2.4	1.7	2.4	1.5	2.3
Not fully engaged	%	26.5	23.8	27.6	24.0	29.4	32.1	17.4	43.2	26.1
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Table NEA.5.2 **Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory, 2006 (Census) (a), (b), (c), (d), (e)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (f)

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

(b) The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.

(d) People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.

(e) People who did not state their labour force status and did not state their student status are excluded.

(f) Australia includes 'Other territories'.

(g) People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.

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

Table NEA.5.3 Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD, 2011 (Census) (a), (b), (c), (d), (e), (f), (g)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (h)
Total fully engaged (i)										
Quintile 1	%	60.1	64.1	53.0	57.6	56.5	55.6	70.9	24.9	58.3
Quintile 2	%	70.7	72.6	64.1	68.4	67.7	67.1	77.4	65.7	69.1
Quintile 3	%	75.0	75.9	70.8	73.8	73.1	72.9	74.8	72.8	73.9
Quintile 4	%	78.9	79.4	74.8	77.2	76.9	76.1	79.4	75.6	77.7
Quintile 5	%	83.5	83.5	80.5	82.5	80.0	76.5	85.7	78.7	82.6
Engaged through full-time study and full-time employment										
Quintile 1	%	1.1	1.0	0.9	0.9	0.8	0.6	2.8	0.3	1.0
Quintile 2	%	1.3	1.0	1.2	1.0	1.0	0.9	2.3	2.0	1.1
Quintile 3	%	1.3	1.2	1.2	1.0	1.0	0.7	2.1	1.1	1.2
Quintile 4	%	1.4	1.2	1.5	1.2	1.0	0.7	2.6	1.8	1.3
Quintile 5	%	1.6	1.5	1.5	1.3	1.1	0.8	6.9	2.1	1.7
Primarily engaged through full-time study										
Quintile 1	%	26.4	30.6	15.1	19.4	23.1	20.5	30.4	3.5	23.7
Quintile 2	%	31.0	33.9	19.1	22.1	27.1	23.2	32.2	10.6	27.6
Quintile 3	%	31.1	35.1	25.7	24.7	31.3	32.2	24.2	9.0	29.9
Quintile 4	%	34.5	39.8	28.8	28.7	37.4	35.1	30.8	11.3	33.9
Quintile 5	%	42.0	45.7	38.6	40.0	43.8	40.5	36.5	11.6	41.6
Primarily engaged through full-time employment										
Quintile 1	%	29.5	29.7	34.8	35.3	30.3	32.4	35.5	20.0	31.0
Quintile 2	%	34.9	34.7	41.4	42.8	36.6	40.3	39.6	50.4	37.5
Quintile 3	%	38.8	36.4	41.1	45.1	37.6	37.1	45.3	59.5	39.6
Quintile 4	%	39.1	35.0	41.4	44.1	34.9	36.8	42.7	59.9	39.1
Quintile 5	%	35.6	32.6	37.0	37.7	30.8	31.7	39.0	62.8	35.5
Engaged through part-time study and part-time employment										

Table NEA.5.3 **Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD, 2011 (Census) (a), (b), (c), (d), (e), (f), (g)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (h)
Quintile 1	%	2.4	2.3	1.8	1.7	1.9	1.7	2.2	0.8	2.1
Quintile 2	%	2.8	2.4	2.1	2.1	2.6	2.3	2.9	2.0	2.4
Quintile 3	%	3.1	2.6	2.3	2.4	2.8	2.5	3.0	2.6	2.7
Quintile 4	%	3.3	2.8	2.6	2.5	3.0	2.9	2.9	2.1	2.9
Quintile 5	%	3.6	3.1	2.8	2.9	3.5	3.1	2.7	1.7	3.2
Not fully engaged										
Quintile 1	%	39.9	35.9	47.0	42.4	43.5	44.4	29.1	75.1	41.7
Quintile 2	%	29.3	27.4	35.9	31.6	32.3	32.9	22.6	34.3	30.9
Quintile 3	%	25.0	24.1	29.2	26.2	26.9	27.1	25.2	27.2	26.1
Quintile 4	%	21.1	20.6	25.2	22.8	23.1	23.9	20.6	24.4	22.3
Quintile 5	%	16.5	16.5	19.5	17.5	20.0	23.5	14.3	21.3	17.4

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

(b) The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.

(d) People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.

(e) People who did not state their labour force status and did not state their student status are excluded.

(f) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(g) Only includes people whose SEIFA IRSD status could be determined.

(h) Australia includes 'Other Territories'.

(i) People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.

Table NEA.5.3 **Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD, 2011 (Census) (a), (b), (c), (d), (e), (f), (g)**

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (h)

Source : ABS (unpublished) 2011 Census of Population and Housing.

Table NEA.5.4 **Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD, 2006 (Census) (a), (b), (c), (d), (e), (f), (g)**

		NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (h)
Total fully engaged (i)										
Quintile 1	%	60.4	64.4	57.6	61.1	57.5	56.7	77.1	31.9	59.9
Quintile 2	%	70.4	72.0	68.1	71.7	70.0	67.5	77.8	70.1	70.3
Quintile 3	%	74.8	76.5	73.7	75.9	73.8	74.8	76.6	74.1	75.1
Quintile 4	%	78.2	79.9	77.5	79.2	77.9	77.7	80.4	78.5	78.6
Quintile 5	%	83.8	84.0	82.1	84.4	80.7	79.9	85.2	80.9	83.5
Engaged through full-time study and full-time employment										
Quintile 1	%	0.9	0.8	0.9	0.8	0.7	0.5	1.4	0.5	0.9
Quintile 2	%	1.1	0.9	1.1	0.8	0.9	0.8	1.6	1.6	1.0
Quintile 3	%	1.1	1.0	1.2	0.9	0.9	0.9	1.3	1.5	1.0
Quintile 4	%	1.3	1.1	1.4	1.0	1.1	0.9	1.5	1.7	1.2
Quintile 5	%	1.5	1.5	1.6	1.1	1.2	1.1	6.5	2.0	1.6
Primarily engaged through full-time study										
Quintile 1	%	22.9	26.8	12.1	15.6	18.4	18.2	50.8	5.5	20.3
Quintile 2	%	27.6	29.0	16.1	20.7	24.0	19.8	30.4	9.2	24.1
Quintile 3	%	27.7	31.9	21.0	22.8	25.7	32.2	24.8	13.2	26.6
Quintile 4	%	27.9	37.0	26.4	27.5	31.4	33.8	28.2	11.1	30.3
Quintile 5	%	36.8	44.9	35.5	39.4	40.5	39.5	33.9	7.9	38.9
Primarily engaged through full-time employment										
Quintile 1	%	34.0	34.7	42.6	42.6	36.2	36.2	22.7	24.3	36.5
Quintile 2	%	38.6	39.6	48.6	48.1	42.3	44.8	43.8	57.1	42.6
Quintile 3	%	42.6	40.8	49.0	49.6	44.2	39.5	47.7	56.6	44.6
Quintile 4	%	45.3	38.7	47.1	47.7	42.1	40.3	47.4	63.3	44.0
Quintile 5	%	41.4	34.4	41.8	40.4	35.1	35.5	41.8	69.1	39.4
Engaged through part-time study and part-time employment										
Quintile 1	%	1.9	1.5	1.6	1.5	1.7	1.4	1.9	1.1	1.7

Table NEA.5.4 Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and SEIFA IRSD, 2006 (Census) (a), (b), (c), (d), (e), (f), (g)

		NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (h)
Quintile 2	%	2.3	1.9	1.8	1.7	2.2	1.5	1.5	1.5	2.0
Quintile 3	%	2.6	2.1	1.9	1.9	2.5	1.7	2.3	2.0	2.2
Quintile 4	%	2.9	2.4	2.2	2.3	2.8	2.2	2.8	2.1	2.5
Quintile 5	%	3.3	2.7	2.5	2.9	3.2	2.8	2.4	1.7	2.9
Not fully engaged										
Quintile 1	%	39.6	35.6	42.4	38.9	42.5	43.3	22.9	68.1	40.1
Quintile 2	%	29.6	28.0	31.9	28.3	30.0	32.5	22.2	29.9	29.7
Quintile 3	%	25.2	23.5	26.3	24.1	26.2	25.2	23.4	25.9	24.9
Quintile 4	%	21.8	20.1	22.5	20.8	22.1	22.3	19.6	21.5	21.4
Quintile 5	%	16.2	16.0	17.9	15.6	19.3	20.1	14.8	19.1	16.5

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

(b) The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.

(d) People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.

(e) People who did not state their labour force status and did not state their student status are excluded.

(f) SES is derived using the ABS 2011 SEIFA IRSD (at SA1 level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(g) Only includes people whose SEIFA IRSD status could be determined.

(h) Australia includes 'Other territories'.

(i) People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.

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

Table NEA.5.5 Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2011 (Census) (a), (b), (c), (d), (e)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (f)
						Indigenous (g)				
Total fully engaged (h)	%	44.1	49.5	38.7	34.4	36.9	50.7	62.3	21.3	39.4
Engaged through full time study and full time employment	%	0.9	1.1	0.8	0.6	1.0	0.7	2.4	0.3	0.8
Primarily engaged through full time study	%	14.2	17.0	9.6	8.4	11.9	15.9	19.3	4.0	11.3
Primarily engaged through full time employment	%	26.7	29.0	27.1	23.9	22.4	32.0	37.9	16.0	25.6
Engaged through part time study and part time employment	%	1.7	1.9	1.1	1.2	1.2	1.6	2.3	0.7	1.4
Not fully engaged	%	55.9	50.5	61.3	65.6	63.1	49.3	37.7	78.7	60.6
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
						Non-Indigenous (g)				
Total fully engaged (h)	%	74.4	76.0	70.6	75.7	70.4	67.8	83.8	77.3	74.0
Engaged through full time study and full time employment	%	1.4	1.2	1.3	1.1	0.9	0.7	4.6	1.6	1.3
Primarily engaged through full time study	%	34.2	38.0	26.9	29.6	31.8	28.4	38.8	10.0	32.7
Primarily engaged through full time employment	%	35.2	33.7	39.7	42.1	34.5	35.9	37.2	63.0	36.7
Engaged through part time study and part time employment	%	3.0	2.6	2.3	2.4	2.7	2.3	2.6	2.1	2.7
Not fully engaged	%	25.6	24.0	29.4	24.3	29.6	32.2	16.2	22.7	26.0

Table NEA.5.5 Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2011 (Census) (a), (b), (c), (d), (e)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (f)
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

(b) The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.

(d) People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.

(e) People who did not state their labour force status and did not state their student status are excluded.

(f) Australia includes 'Other territories'.

(g) Excludes people who did not state their Indigenous status.

(h) People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.

Source : ABS (unpublished) 2011 Census of Population and Housing.

Table NEA.5.6 Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2006 (Census) (a), (b), (c), (d), (e)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (f)
						Indigenous (g)				
Total fully engaged (h)	%	40.6	47.1	41.9	33.3	34.4	49.9	60.6	18.5	38.0
Engaged through full time study and full time employment	%	0.7	1.0	0.9	0.5	0.5	0.7	1.0	0.4	0.7
Primarily engaged through full time study	%	11.5	13.7	8.6	7.5	11.2	14.9	18.3	4.4	9.7
Primarily engaged through full time employment	%	26.3	29.9	30.7	23.7	21.0	32.5	38.8	12.6	25.8
Engaged through part time study and part time employment	%	1.6	1.7	1.3	1.1	1.4	1.2	1.8	0.9	1.3
Not fully engaged	%	59.4	52.9	58.1	66.7	65.6	50.1	39.4	81.5	62.0
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
						Non-Indigenous (g)				
Total fully engaged (h)	%	74.5	76.5	73.7	77.7	71.5	69.0	83.0	77.9	75.0
Engaged through full time study and full time employment	%	1.2	1.1	1.3	1.0	0.9	0.8	3.7	1.6	1.2
Primarily engaged through full time study	%	29.3	35.0	23.5	27.7	27.1	26.1	34.7	10.0	29.1
Primarily engaged through full time employment	%	40.5	37.6	46.5	46.2	40.5	39.9	41.7	64.0	41.8
Engaged through part time study and part time employment	%	2.6	2.2	2.0	2.2	2.4	1.8	2.4	1.8	2.3
Not fully engaged	%	25.5	23.5	26.3	22.3	28.5	31.0	17.0	22.1	25.0
Total	**%**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Table NEA.5.6 Proportion of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by state and territory and Indigenous status, 2006 (Census) (a), (b), (c), (d), (e)

	Unit	*NSW*	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust* (f)

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People who were identified as studying at a school institution are excluded from the calculation (numerator and denominator).

(b) The Census does not collect level of current study, but does collect institution attended, therefore all people identified as studying (excluding those studying at a school institution) are included in the calculations for this indicator. This may include some people in non-formal education or school level education.

(c) People whose labour force status was not stated and who were not identified as studying full-time, are excluded. People whose student status was not stated and who were not identified as employed full-time, are also excluded.

(d) People whose labour force status could not be determined between full time or part time employed and who were not identified as studying are excluded. People who had stated attending an educational institution (but whose student status was not stated) and who were identified as not employed are excluded.

(e) People who did not state their labour force status and did not state their student status are excluded.

(f) Australia includes 'Other territories'.

(g) Excludes people who did not state their Indigenous status.

(h) People who were engaged in a combination of education or training and employment, but whose full-time/part-time student status or their full-time/part-time employment status was not identified are included in 'Total Fully Engaged'.

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

Table NEA.5.7 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2012 (a), (b)**

		Fully engaged						
	Unit	*Engaged through full time study and full time employment*	*Primarily engaged through full time study*	*Primarily engaged through full time employment*	*Engaged through part time study and part time employment*	*Total fully engaged*	*Not fully engaged*	*Total*
				Estimate				
Quintile 1	'000	7.5	90.8	158.4	10.7	267.3	135.5	402.8
Quintile 2	'000	7.2	117.8	174.6	8.6	308.2	132.8	441.0
Quintile 3	'000	6.6	143.7	182.1	9.7	342.1	94.9	437.0
Quintile 4	'000	9.2	156.6	197.4	12.4	375.7	113.7	489.4
Quintile 5	'000	9.7	233.2	175.2	12.9	431.0	81.9	513.0
Total (c)	**'000**	**40.2**	**743.3**	**890.3**	**54.2**	**1728.1**	**559.8**	**2287.9**
				Proportion				
Quintile 1	%	1.9	22.5	39.3	2.7	66.4	33.6	100.0
Quintile 2	%	1.6	26.7	39.6	1.9	69.9	30.1	100.0
Quintile 3	%	1.5	32.9	41.7	2.2	78.3	21.7	100.0
Quintile 4	%	1.9	32.0	40.3	2.5	76.8	23.2	100.0
Quintile 5	%	1.9	45.5	34.2	2.5	84.0	16.0	100.0
Total (c)	**%**	**1.8**	**32.5**	**38.9**	**2.4**	**75.5**	**24.5**	**100.0**
				Relative standard error of proportions				
Quintile 1	%	32.3	7.5	5.5	19.3	2.3	4.5	..
Quintile 2	%	44.7	9.2	4.8	23.1	2.5	5.8	..
Quintile 3	%	33.3	6.4	4.4	19.0	2.3	8.4	..
Quintile 4	%	23.5	5.6	4.6	23.6	1.9	6.2	..
Quintile 5	%	25.5	5.5	6.2	20.0	1.3	6.9	..
Total (c)	**%**	**13.6**	**2.4**	**1.9**	**8.8**	**0.9**	**2.8**	..
				95 per cent confidence interval of proportions				
Quintile 1	±	1.2	3.3	4.3	1.0	3.0	3.0	..

Table NEA.5.7 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2012 (a), (b)**

		Fully engaged						
	Unit	*Engaged through full time study and full time employment*	*Primarily engaged through full time study*	*Primarily engaged through full time employment*	*Engaged through part time study and part time employment*	*Total fully engaged*	*Not fully engaged*	*Total*
Quintile 2	±	1.4	4.8	3.7	0.9	3.4	3.4	..
Quintile 3	±	1.0	4.1	3.6	0.8	3.6	3.6	..
Quintile 4	±	0.9	3.5	3.6	1.2	2.8	2.8	..
Quintile 5	±	1.0	4.9	4.1	1.0	2.2	2.2	..
Total (c)	**±**	**0.5**	**1.6**	**1.5**	**0.4**	**1.3**	**1.3**	..

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People who were in school level education are excluded from the calculation (numerator and denominator).

(b) 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).

(c) Total includes people whose SEIFA status could not be determined.

.. Not applicable.

Source : ABS (unpublished) Survey of Education and Work, 2012.

Table NEA.5.8 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2011 (a), (b)**

		Fully engaged						
	Unit	*Engaged through full time study and full time employment*	*Primarily engaged through full time study*	*Primarily engaged through full time employment*	*Engaged through part time study and part time employment*	*Total fully engaged*	*Not fully engaged*	*Total*
				Estimate				
Quintile 1	'000	6.4	103.0	150.2	7.2	266.9	160.0	426.9
Quintile 2	'000	5.9	102.4	183.1	5.4	296.8	117.0	413.8
Quintile 3	'000	6.9	137.9	200.9	8.1	353.8	105.7	459.5
Quintile 4	'000	6.0	167.0	201.4	11.1	385.4	99.0	484.4
Quintile 5	'000	6.5	211.7	182.3	13.1	413.5	89.3	502.8
Total (c)	**'000**	**31.6**	**723.4**	**926.1**	**44.9**	**1726.0**	**572.9**	**2298.9**
				Proportion				
Quintile 1	%	1.5	24.1	35.2	1.7	62.5	37.5	100.0
Quintile 2	%	1.4	24.8	44.2	1.3	71.7	28.3	100.0
Quintile 3	%	1.5	30.0	43.7	1.8	77.0	23.0	100.0
Quintile 4	%	1.2	34.5	41.6	2.3	79.6	20.4	100.0
Quintile 5	%	1.3	42.1	36.3	2.6	82.2	17.8	100.0
Total (c)	**%**	**1.4**	**31.5**	**40.3**	**2.0**	**75.1**	**24.9**	**100.0**
				Relative standard error of proportions				
Quintile 1	%	28.3	6.8	3.8	25.6	2.6	4.4	..
Quintile 2	%	26.1	7.3	4.0	29.9	2.2	5.5	..
Quintile 3	%	34.7	8.8	5.2	25.5	1.9	6.5	..
Quintile 4	%	22.7	6.9	4.5	26.6	2.1	8.1	..
Quintile 5	%	26.0	3.4	4.1	15.8	1.6	7.3	..
Total (c)	**%**	**11.2**	**2.9**	**1.8**	**9.5**	**0.9**	**2.8**	..
				95 per cent confidence interval of proportions				
Quintile 1	±	0.8	3.2	2.6	0.9	3.2	3.2	..

Table NEA.5.8 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2011 (a), (b)**

		Fully engaged						
	Unit	*Engaged through full time study and full time employment*	*Primarily engaged through full time study*	*Primarily engaged through full time employment*	*Engaged through part time study and part time employment*	*Total fully engaged*	*Not fully engaged*	*Total*
Quintile 2	±	0.7	3.5	3.5	0.8	3.1	3.1	..
Quintile 3	±	1.0	5.2	4.4	0.9	2.9	2.9	..
Quintile 4	±	0.5	4.6	3.6	1.2	3.2	3.2	..
Quintile 5	±	0.7	2.8	2.9	0.8	2.6	2.6	..
Total (c)	**±**	**0.3**	**1.8**	**1.4**	**0.4**	**1.4**	**1.4**	..

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People who were in school level education are excluded from the calculation (numerator and denominator).

(b) 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).

(c) Total includes people whose SEIFA status could not be determined.

.. Not applicable.

Source: ABS (unpublished) Survey of Education and Work, 2011.

Table NEA.5.9 Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2010 (a), (b)

		Fully engaged						
	Unit	*Engaged through full time study and full time employment*	*Primarily engaged through full time study*	*Primarily engaged through full time employment*	*Engaged through part time study and part time employment*	*Total fully engaged*	*Not fully engaged*	*Total*
				Estimate				
Quintile 1	'000	4.7	92.8	143.5	8.7	249.8	151.4	401.2
Quintile 2	'000	6.2	121.1	175.5	7.9	310.7	123.7	434.3
Quintile 3	'000	7.3	128.8	193.6	10.5	340.1	105.5	445.6
Quintile 4	'000	6.2	150.9	219.5	8.2	384.7	96.3	481.0
Quintile 5	'000	9.4	194.7	210.3	8.6	423.0	93.7	516.7
Total (c)	**'000**	**34.5**	**697.4**	**944.4**	**43.9**	**1720.2**	**572.8**	**2293.0**
				Proportion				
Quintile 1	%	1.2	23.1	35.8	2.2	62.3	37.7	100.0
Quintile 2	%	1.4	27.9	40.4	1.8	71.5	28.5	100.0
Quintile 3	%	1.6	28.9	43.4	2.4	76.3	23.7	100.0
Quintile 4	%	1.3	31.4	45.6	1.7	80.0	20.0	100.0
Quintile 5	%	1.8	37.7	40.7	1.7	81.9	18.1	100.0
Total (c)	**%**	**1.5**	**30.4**	**41.2**	**1.9**	**75.0**	**25.0**	**100.0**
				Relative standard error of proportions				
Quintile 1	%	35.4	6.4	5.4	21.8	2.6	4.2	..
Quintile 2	%	31.2	9.7	5.2	26.2	2.5	6.4	..
Quintile 3	%	23.8	6.9	4.6	19.6	1.8	5.8	..
Quintile 4	%	24.8	5.8	3.8	21.4	1.6	6.5	..
Quintile 5	%	25.3	5.0	4.1	22.7	1.6	7.4	..
Total (c)	**%**	**14.5**	**3.0**	**1.6**	**9.5**	**1.0**	**3.0**	..
				95 per cent confidence interval of proportions				
Quintile 1	±	0.8	2.9	3.8	0.9	3.1	3.1	..

Table NEA.5.9 Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2010 (a), (b)

		Fully engaged						
	Unit	*Engaged through full time study and full time employment*	*Primarily engaged through full time study*	*Primarily engaged through full time employment*	*Engaged through part time study and part time employment*	*Total fully engaged*	*Not fully engaged*	*Total*
Quintile 2	±	0.9	5.3	4.1	0.9	3.6	3.6	..
Quintile 3	±	0.8	3.9	3.9	0.9	2.7	2.7	..
Quintile 4	±	0.6	3.6	3.4	0.7	2.6	2.6	..
Quintile 5	±	0.9	3.7	3.2	0.7	2.6	2.6	..
Total (c)	**±**	**0.4**	**1.8**	**1.3**	**0.4**	**1.5**	**1.5**	..

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People who were in school level education are excluded from the calculation (numerator and denominator).

(b) 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).

(c) Total includes people whose SEIFA status could not be determined.

.. Not applicable.

Source: ABS (unpublished) Survey of Education and Work, 2010.

Table NEA.5.10 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2009 (a), (b)**

		Fully engaged						
	Unit	*Engaged through full time study and full time employment*	*Primarily engaged through full time study*	*Primarily engaged through full time employment*	*Engaged through part time study and part time employment*	*Total fully engaged*	*Not fully engaged*	*Total*
				Estimate				
Quintile 1	'000	2.5	96.4	154.5	7.3	260.7	154.6	415.3
Quintile 2	'000	5.0	94.6	176.7	9.5	285.7	113.6	399.3
Quintile 3	'000	4.1	119.5	162.9	10.8	297.4	95.7	393.0
Quintile 4	'000	4.2	142.4	197.9	7.4	352.0	98.9	450.9
Quintile 5	'000	8.1	201.0	193.5	11.3	413.8	83.7	497.5
Total (c)	**'000**	**23.9**	**660.8**	**890.8**	**46.3**	**1621.8**	**552.4**	**2174.1**
				Proportion				
Quintile 1	%	0.6	23.2	37.2	1.7	62.8	37.2	100.0
Quintile 2	%	1.2	23.7	44.3	2.4	71.6	28.4	100.0
Quintile 3	%	1.0	30.4	41.5	2.8	75.7	24.3	100.0
Quintile 4	%	0.9	31.6	43.9	1.7	78.1	21.9	100.0
Quintile 5	%	1.6	40.4	38.9	2.3	83.2	16.8	100.0
Total (c)	**%**	**1.1**	**30.4**	**41.0**	**2.1**	**74.6**	**25.4**	**100.0**
				Relative standard error of proportions				
Quintile 1	%	51.1	9.2	6.8	31.6	3.4	5.8	..
Quintile 2	%	36.9	9.6	5.8	26.9	4.0	9.9	..
Quintile 3	%	35.0	8.0	5.6	26.0	2.2	6.9	..
Quintile 4	%	34.9	8.9	5.9	27.3	2.1	7.6	..
Quintile 5	%	30.0	3.9	4.7	16.0	1.6	7.9	..
Total (c)	**%**	**15.6**	**3.1**	**2.0**	**11.8**	**1.2**	**3.4**	..
				95 per cent confidence interval of proportions				
Quintile 1	±	0.6	4.2	5.0	1.1	4.2	4.2	..

Table NEA.5.10 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2009 (a), (b)**

		Fully engaged						
	Unit	*Engaged through full time study and full time employment*	*Primarily engaged through full time study*	*Primarily engaged through full time employment*	*Engaged through part time study and part time employment*	*Total fully engaged*	*Not fully engaged*	*Total*
Quintile 2	±	0.9	4.5	5.0	1.2	5.5	5.5	..
Quintile 3	±	0.7	4.8	4.6	1.4	3.3	3.3	..
Quintile 4	±	0.6	5.5	5.1	0.9	3.3	3.3	..
Quintile 5	±	1.0	3.1	3.6	0.7	2.6	2.6	..
Total (c)	**±**	**0.3**	**1.8**	**1.6**	**0.5**	**1.7**	**1.7**	..

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People who were in school level education are excluded from the calculation (numerator and denominator).

(b) 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).

(c) Total includes people whose SEIFA status could not be determined.

.. Not applicable.

Source : ABS (unpublished) Survey of Education and Work, 2009.

Table NEA.5.11 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2008 (a), (b)**

		Fully engaged						
	Unit	*Engaged through full time study and full time employment*	*Primarily engaged through full time study*	*Primarily engaged through full time employment*	*Engaged through part time study and part time employment*	*Total fully engaged*	*Not fully engaged*	*Total*
				Estimate				
Quintile 1	'000	3.5	75.6	177.0	7.6	263.7	119.3	382.9
Quintile 2	'000	5.5	82.7	206.8	11.9	306.9	101.1	408.0
Quintile 3	'000	4.8	116.9	194.7	5.7	322.1	78.5	400.6
Quintile 4	'000	4.3	129.8	193.8	7.5	335.3	85.2	420.5
Quintile 5	'000	11.8	174.9	191.7	14.1	392.4	61.9	454.3
Total (c)	**'000**	**29.8**	**603.5**	**967.7**	**46.8**	**1647.8**	**448.2**	**2096.0**
				Proportion				
Quintile 1	%	0.9	19.7	46.2	2.0	68.9	31.1	100.0
Quintile 2	%	1.3	20.3	50.7	2.9	75.2	24.8	100.0
Quintile 3	%	1.2	29.2	48.6	1.4	80.4	19.6	100.0
Quintile 4	%	1.0	30.9	46.1	1.8	79.7	20.3	100.0
Quintile 5	%	2.6	38.5	42.2	3.1	86.4	13.6	100.0
Total (c)	**%**	**1.4**	**28.8**	**46.2**	**2.2**	**78.6**	**21.4**	**100.0**
				Relative standard error of proportions				
Quintile 1	%	33.0	9.9	4.0	23.8	3.3	7.4	..
Quintile 2	%	25.7	10.7	4.5	22.1	2.1	6.4	..
Quintile 3	%	34.4	4.9	2.8	29.9	1.8	7.2	..
Quintile 4	%	33.9	5.0	2.6	28.8	1.3	5.0	..
Quintile 5	%	25.3	4.4	4.6	20.3	1.7	10.5	..
Total (c)	**%**	**9.1**	**2.4**	**1.4**	**10.3**	**0.8**	**3.1**	..
				95 per cent confidence interval of proportions				
Quintile 1	±	0.6	3.8	3.6	0.9	4.5	4.5	..

Table NEA.5.11 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by SEIFA IRSD quintiles, 2008 (a), (b)**

		Fully engaged						
	Unit	*Engaged through full time study and full time employment*	*Primarily engaged through full time study*	*Primarily engaged through full time employment*	*Engaged through part time study and part time employment*	*Total fully engaged*	*Not fully engaged*	*Total*
Quintile 2	±	0.7	4.3	4.5	1.3	3.1	3.1	..
Quintile 3	±	0.8	2.8	2.6	0.8	2.8	2.8	..
Quintile 4	±	0.7	3.0	2.3	1.0	2.0	2.0	..
Quintile 5	±	1.3	3.3	3.8	1.2	2.8	2.8	..
Total (c)	**±**	**0.3**	**1.4**	**1.2**	**0.5**	**1.3**	**1.3**	..

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) People who were in school level education are excluded from the calculation (numerator and denominator).

(b) 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).

(c) Total includes people whose SEIFA status could not be determined.

.. Not applicable.

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

Table NEA.5.12 **Proportion, relative standard error, and confidence intervals of persons aged 17–24 years who are fully engaged in post-school education, training or employment, by Indigenous status, 2008 (a), (b), (c)**

		Fully engaged						
	Unit	*Engaged through full time study and full time employment*	*Primarily engaged through full time study*	*Primarily engaged through full time employment*	*Engaged through part time study and part time employment*	*Total fully engaged*	*Not fully engaged*	*Total*
				Estimate				
Indigenous	'000	2.3	5.8	18.3	1.1	27.4	44.1	71.5
Non-Indigenous	'000	29.8	601.2	948.3	46.8	1626.1	422.2	2048.3
				Proportion				
Indigenous	%	3.2	8.1	25.6	1.5	38.3	61.7	100.0
Non-Indigenous	%	1.5	29.3	46.3	2.3	79.4	20.6	100.0
				Relative standard error of proportions				
Indigenous	%	25.1	15.4	7.8	23.9	5.6	3.5	..
Non-Indigenous	%	9.2	2.4	1.3	10.3	0.8	3.2	..
				95 per cent confidence interval of proportions				
Indigenous	±	1.6	2.4	3.9	0.7	4.2	4.2	..
Non-Indigenous	±	0.3	1.4	1.2	0.5	1.3	1.3	..

Data from the Census of Population and Housing are not directly comparable with data from the Survey of Education and Work.

(a) Data on Aboriginal and Torres Strait Island peoples exclude people enrolled in a school institution. Data on non-Indigenous peoples exclude people who were in school level education.

(b) The National Aboriginal and Torres Strait Islander Social Survey does not report level of current study, but does report institution attended. Therefore for data on Aboriginal and Torres Strait Island peoples, all people identified as studying and excluding those studying at a school institution, are considered to be participating in post-school education. This may include some people in non-formal education or school level education. The Survey of Education and Work reports level of current study, therefore for data on non-Indigenous people, all people studying for a non-school qualification are considered to be participating post-school education.

(c) Excludes people who did not state their Indigenous status.

.. Not applicable.

Source : ABS (unpublished) Survey of Education and Work, 2008; ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2008.

NEA Indicator 6(a):

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

See NEA Indicator 2, tables NEA.2.1–12

NEA Indicator 6b:

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

Table NIRA.6(b).1 **year 3 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
NSW									
Metropolitan	97.3	97.3	96.9	94.8	95.5	93.8	97.4	97.4	97.1
Provincial	96.1	96.0	95.7	94.2	93.7	92.6	96.4	96.4	96.1
Remote	95.7	96.1	94.2	93.5	94.2	89.7	97.6	98.0	98.0
Very remote	90.4	89.4	89.4	86.4	84.1	84.1	93.5	93.5	93.5
Total	**97.0**	**97.0**	**96.6**	**94.3**	**94.4**	**92.9**	**97.2**	**97.1**	**96.9**
Victoria									
Metropolitan	95.0	94.8	94.9	88.7	89.2	88.0	95.3	95.1	95.2
Provincial	93.8	93.3	93.5	89.0	88.6	87.8	94.3	93.8	94.0
Remote	98.2	98.2	96.4	np	np	np	100.0	100.0	98.1
Very remote	..	..	..	..	..	..	..	..	..
Total	**94.7**	**94.5**	**94.6**	**88.8**	**88.8**	**87.8**	**95.1**	**94.8**	**94.9**
Queensland									
Metropolitan	95.3	95.2	94.9	92.8	92.2	91.3	95.4	95.3	95.1
Provincial	94.3	94.3	94.0	92.4	91.7	91.2	94.5	94.6	94.3
Remote	94.3	94.7	93.5	88.4	89.9	86.4	96.0	96.0	95.6
Very remote	90.5	89.7	89.3	86.9	85.5	85.9	95.4	95.4	94.0
Total	**94.8**	**94.7**	**94.4**	**91.6**	**91.0**	**90.3**	**95.0**	**95.0**	**94.7**
WA									
Metropolitan	95.6	95.6	95.3	90.2	90.2	88.7	95.9	95.9	95.6
Provincial	95.7	95.4	94.8	92.3	92.3	87.6	96.0	95.7	95.5
Remote	94.2	94.4	92.9	85.1	86.7	81.2	96.9	96.6	96.3
Very remote	81.3	83.0	81.5	72.3	73.9	71.6	92.2	94.1	93.6
Total	**95.1**	**95.1**	**94.7**	**85.4**	**86.1**	**83.0**	**95.9**	**95.8**	**95.6**
SA									
Metropolitan	93.9	93.5	93.5	83.8	83.8	85.2	94.2	93.8	93.8

Table NIRA.6(b).1 **year 3 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
Provincial	93.4	93.0	93.0	85.5	84.3	83.9	94.1	93.5	93.6
Remote	94.8	95.8	95.0	np	np	np	95.0	96.1	95.4
Very remote	87.0	85.0	88.9	79.1	76.7	83.7	92.9	92.0	92.9
Total	**93.7**	**93.4**	**93.4**	**84.3**	**83.6**	**84.8**	**94.2**	**93.8**	**93.7**
Tasmania									
Metropolitan	96.1	96.3	95.9	97.2	97.2	96.5	95.9	96.2	95.8
Provincial	94.5	94.7	94.1	94.6	94.9	94.6	96.3	96.4	95.9
Remote	96.0	94.7	96.0	np	np	np	95.3	93.8	95.3
Very remote	np	np	np	np	np	np	np	np	np
Total	**95.2**	**95.4**	**94.9**	**95.6**	**95.8**	**95.1**	**96.1**	**96.3**	**95.8**
ACT									
Metropolitan	93.4	93.7	93.2	85.4	89.2	86.9	93.7	93.9	93.5
Provincial	np	np	np	np	np	np	np	np	np
Remote	..	..	..	..	..	..	..	..	..
Very remote	..	..	..	..	..	..	..	..	..
Total	**93.4**	**93.7**	**93.3**	**85.8**	**89.6**	**87.3**	**93.7**	**93.9**	**93.5**
NT									
Metropolitan	..	..	..	..	..	..	..	..	..
Provincial	94.5	94.6	93.6	91.5	92.5	89.6	95.5	95.4	94.8
Remote	89.0	89.9	86.9	84.6	86.1	80.1	92.0	92.5	91.7
Very remote	74.6	77.7	72.2	71.0	74.6	68.3	97.7	97.7	97.7
Total	**87.6**	**88.8**	**86.0**	**78.1**	**80.7**	**75.2**	**94.9**	**95.0**	**94.4**
Aust									
Metropolitan	95.8	95.7	95.5	92.2	92.3	91.2	96.0	95.9	95.7
Provincial	94.8	94.6	94.4	92.6	92.1	90.9	95.2	95.0	94.9
Remote	93.7	94.2	92.7	87.4	88.7	83.9	95.9	96.0	95.6

Table NIRA.6(b).1 **year 3 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
Very remote	82.5	83.5	81.5	76.0	77.5	74.5	94.1	94.6	94.1
Total	**95.3**	**95.2**	**95.0**	**89.7**	**89.9**	**88.2**	**95.7**	**95.6**	**95.5**

(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.

.. Not applicable. np Not published.

Source : ACARA (2012 and unpublished) *2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy* , Melbourne.

Table NIRA.6(b).2 **year 5 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
NSW									
Metropolitan	97.6	97.6	97.3	94.4	94.4	93.7	97.7	97.7	97.4
Provincial	96.8	96.7	96.2	93.9	93.7	93.3	97.1	97.1	96.6
Remote	95.5	94.7	93.8	92.7	92.1	88.5	97.2	96.3	97.2
Very remote	91.3	89.3	86.4	88.9	84.4	80.0	92.6	92.6	90.7
Total	**97.4**	**97.4**	**97.0**	**94.0**	**93.8**	**93.1**	**97.6**	**97.6**	**97.2**
Victoria									
Metropolitan	95.4	95.4	95.3	88.5	87.2	85.7	95.6	95.6	95.6
Provincial	94.2	94.0	94.2	90.3	88.8	89.3	94.4	94.3	94.5
Remote	91.5	89.4	93.6	..	..	..	91.5	89.4	93.6
Very remote	..	..	..	..	..	..	..	..	..
Total	**95.1**	**95.0**	**95.1**	**89.4**	**88.0**	**87.5**	**95.3**	**95.3**	**95.3**
Queensland									
Metropolitan	95.6	95.4	95.2	91.2	91.7	90.4	95.8	95.6	95.4
Provincial	93.9	93.9	93.6	90.6	91.2	90.2	94.3	94.1	94.0
Remote	93.7	94.0	92.5	87.0	88.0	84.2	96.0	96.0	95.3
Very remote	92.5	92.2	90.2	88.2	87.9	86.4	98.4	97.9	95.5
Total	**94.9**	**94.7**	**94.5**	**90.3**	**90.8**	**89.4**	**95.2**	**95.0**	**94.9**
WA									
Metropolitan	96.6	96.6	96.2	89.8	89.9	90.2	96.8	96.9	96.5
Provincial	95.2	95.2	94.9	90.8	89.1	89.5	95.6	95.8	95.4
Remote	93.7	94.4	93.2	86.2	88.5	85.4	96.0	96.3	95.7
Very remote	84.3	83.6	83.0	76.4	75.1	73.6	94.5	94.2	95.3
Total	**95.8**	**95.9**	**95.4**	**86.3**	**86.1**	**85.4**	**96.5**	**96.6**	**96.2**
SA									
Metropolitan	94.9	94.8	94.6	87.3	87.3	86.2	95.3	95.1	94.9

Table NIRA.6(b).2 **year 5 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
Provincial	94.8	94.2	94.1	92.4	89.2	90.0	94.9	94.5	94.3
Remote	96.5	96.4	95.2	np	np	np	97.2	97.2	95.8
Very remote	84.3	85.4	85.4	74.0	72.7	75.3	95.6	95.6	93.4
Total	**94.8**	**94.6**	**94.4**	**87.7**	**86.3**	**86.5**	**95.2**	**95.0**	**94.8**
Tasmania									
Metropolitan	97.2	97.3	96.7	96.3	95.7	96.3	97.3	97.5	96.7
Provincial	95.6	95.6	95.4	96.6	95.1	96.2	97.1	97.1	96.8
Remote	91.3	92.8	88.4	np	np	np	93.4	93.4	90.2
Very remote	np	np	np	np	np	np	np	np	np
Total	**96.2**	**96.3**	**95.9**	**96.3**	**95.4**	**96.1**	**97.1**	**97.2**	**96.7**
ACT									
Metropolitan	95.5	95.8	95.6	88.0	90.0	88.0	95.8	96.0	95.9
Provincial	np	np	np	np	np	np	..	..	..
Remote	..	..	..	..	..	..	..	..	..
Very remote	..	..	..	..	..	..	..	..	..
Total	**95.5**	**95.8**	**95.6**	**88.7**	**90.6**	**88.7**	**95.8**	**96.0**	**95.9**
NT									
Metropolitan	..	..	..	..	..	..	..	..	..
Provincial	95.6	95.4	95.2	91.2	90.6	90.9	96.8	96.7	96.3
Remote	92.7	92.4	91.0	89.5	88.4	86.2	95.4	95.6	94.8
Very remote	74.4	76.6	70.5	72.2	74.6	67.9	92.8	93.7	91.9
Total	**88.7**	**89.2**	**87.0**	**79.5**	**80.6**	**76.3**	**96.3**	**96.3**	**95.7**
Aust									
Metropolitan	96.3	96.3	96.1	91.8	91.8	91.0	96.5	96.5	96.3
Provincial	95.2	95.1	94.9	92.5	91.9	91.7	95.6	95.5	95.3
Remote	94.1	94.2	93.0	88.4	89.0	86.0	96.1	96.2	95.5

Table NIRA.6(b).2 **year 5 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
Very remote	82.6	83.2	80.2	76.6	77.3	73.3	95.2	95.2	94.3
Total	**95.9**	**95.8**	**95.5**	**89.6**	**89.5**	**88.4**	**96.3**	**96.2**	**96.0**

(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.

.. Not applicable. np Not published.

Source : ACARA (2012 and unpublished) 2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.

Table NIRA.6(b).3 **year 7 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
NSW									
Metropolitan	97.0	97.1	96.7	91.6	92.1	89.9	97.1	97.3	96.9
Provincial	94.8	95.0	94.0	88.4	88.5	86.3	95.6	95.7	94.9
Remote	93.4	92.1	92.4	88.8	86.7	88.8	97.3	96.6	95.9
Very remote	96.0	84.0	82.0	93.8	np	np	np	np	np
Total	**96.4**	**96.6**	**96.0**	**89.9**	**90.0**	**88.0**	**96.8**	**96.9**	**96.4**
Victoria									
Metropolitan	95.4	95.5	95.2	88.2	87.5	87.5	95.6	95.7	95.4
Provincial	93.5	94.0	93.4	83.6	85.1	83.2	93.9	94.4	93.9
Remote	92.5	94.3	94.3	np	np	np	92.3	94.2	94.2
Very remote	..	..	..	..	..	..	..	..	..
Total	**94.9**	**95.1**	**94.8**	**85.8**	**86.3**	**85.3**	**95.2**	**95.4**	**95.0**
Queensland									
Metropolitan	95.9	95.9	95.5	92.5	92.1	91.2	96.0	96.1	95.7
Provincial	94.9	94.9	94.5	91.9	91.9	91.2	95.2	95.2	94.8
Remote	94.1	93.5	93.0	89.6	85.8	85.4	95.7	96.0	95.5
Very remote	90.7	90.8	89.5	87.7	87.7	86.9	95.2	95.5	93.4
Total	**95.4**	**95.4**	**95.0**	**91.5**	**91.1**	**90.3**	**95.7**	**95.7**	**95.3**
WA									
Metropolitan	96.5	96.7	96.2	89.1	89.1	88.5	96.8	97.0	96.5
Provincial	95.3	94.9	94.8	91.0	89.7	89.2	95.8	95.5	95.4
Remote	93.9	93.9	92.7	87.0	86.3	81.8	96.0	96.1	96.0
Very remote	81.0	80.5	81.7	71.0	70.3	72.5	94.5	94.2	93.6
Total	**95.7**	**95.7**	**95.3**	**84.8**	**84.3**	**83.7**	**96.5**	**96.6**	**96.2**
SA									
Metropolitan	95.2	95.3	94.9	87.3	87.3	85.2	95.5	95.6	95.2

Table NIRA.6(b).3 **year 7 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
Provincial	93.8	93.7	93.3	87.2	84.7	82.5	94.2	94.2	93.8
Remote	94.2	93.8	94.0	78.9	np	np	95.7	95.5	95.5
Very remote	87.3	84.3	88.6	78.5	70.9	81.0	95.0	96.3	95.0
Total	**94.8**	**94.8**	**94.4**	**86.0**	**84.2**	**83.4**	**95.2**	**95.3**	**94.9**
Tasmania									
Metropolitan	95.0	95.4	94.7	89.7	88.7	88.2	95.6	96.2	95.6
Provincial	93.9	94.4	93.6	96.4	95.3	93.8	95.3	95.9	95.3
Remote	94.3	91.4	91.4	np	np	np	np	np	np
Very remote	np	np	np	np	np	np	np	np	np
Total	**94.4**	**94.9**	**94.1**	**93.4**	**92.4**	**91.2**	**95.4**	**96.0**	**95.4**
ACT									
Metropolitan	94.5	94.5	94.1	84.1	88.5	83.2	94.8	94.7	94.4
Provincial	..	..	..	..	..	..	..	..	..
Remote	..	..	..	..	..	..	..	..	..
Very remote	..	..	..	..	..	..	..	..	..
Total	**94.5**	**94.5**	**94.1**	**84.1**	**88.5**	**83.2**	**94.8**	**94.7**	**94.4**
NT									
Metropolitan	..	..	..	..	..	..	..	..	..
Provincial	95.8	95.9	95.2	91.2	90.9	90.0	97.2	97.3	96.7
Remote	87.2	87.2	86.7	75.2	74.0	74.4	96.1	96.9	95.8
Very remote	69.2	71.5	65.7	65.8	68.3	62.0	95.6	96.7	94.5
Total	**87.0**	**87.6**	**85.6**	**73.8**	**74.9**	**71.3**	**96.9**	**97.2**	**96.4**
Aust									
Metropolitan	96.1	96.2	95.8	90.8	90.9	89.5	96.3	96.4	96.0
Provincial	94.5	94.6	94.0	89.7	89.5	88.0	95.0	95.2	94.7
Remote	92.9	92.6	92.0	84.6	82.7	81.5	95.9	96.0	95.7

Table NIRA.6(b).3 **year 7 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
Very remote	81.1	81.3	79.7	74.3	74.5	72.7	95.1	95.3	93.7
Total	**95.5**	**95.6**	**95.1**	**87.8**	**87.6**	**86.2**	**95.9**	**96.1**	**95.6**

(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.

.. Not applicable. np Not published.

Source : ACARA (2012 and unpublished) 2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.

Table NIRA.6(b).4 **year 9 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
NSW									
Metropolitan	94.9	95.2	94.2	81.7	82.4	80.1	95.4	95.6	94.7
Provincial	90.5	91.1	89.3	76.9	77.4	75.1	92.0	92.7	90.9
Remote	85.6	84.0	82.1	77.0	75.2	72.6	92.3	90.9	89.5
Very remote	85.1	75.7	70.3	np	np	np	100.0	92.1	97.4
Total	**93.8**	**94.1**	**92.9**	**79.0**	**79.4**	**77.0**	**94.6**	**94.9**	**93.8**
Victoria									
Metropolitan	91.9	92.1	91.6	78.5	77.6	75.7	92.1	92.3	91.8
Provincial	89.5	90.3	89.3	75.7	78.3	74.5	90.2	90.9	90.0
Remote	97.4	97.4	97.4	np	np	np	97.4	97.4	97.4
Very remote	..	..	..	..	..	..	..	..	..
Total	**91.3**	**91.6**	**91.0**	**77.2**	**78.0**	**75.2**	**91.6**	**92.0**	**91.4**
Queensland									
Metropolitan	91.8	92.1	91.4	82.2	82.4	81.3	92.3	92.6	92.0
Provincial	91.3	91.7	90.7	82.5	83.4	82.3	92.2	92.5	91.5
Remote	86.6	86.5	86.8	74.6	76.2	74.6	90.8	90.0	90.9
Very remote	81.7	82.2	80.1	72.5	74.7	70.4	92.2	90.7	91.2
Total	**91.4**	**91.7**	**91.0**	**81.3**	**82.0**	**80.7**	**92.1**	**92.5**	**91.7**
WA									
Metropolitan	93.8	94.2	93.3	76.6	76.2	75.4	94.4	94.9	94.0
Provincial	91.7	92.3	91.0	73.4	75.8	74.7	93.4	93.9	92.5
Remote	86.1	86.9	84.9	65.9	68.5	62.9	93.0	93.1	92.2
Very remote	73.0	72.1	73.2	58.1	56.8	58.1	92.1	91.7	92.5
Total	**92.7**	**93.1**	**92.2**	**70.8**	**71.4**	**70.2**	**94.2**	**94.6**	**93.7**
SA									
Metropolitan	90.3	90.2	89.9	69.8	69.8	67.1	90.9	90.9	90.6

Table NIRA.6(b).4 **year 9 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
Provincial	89.2	88.7	88.5	74.8	71.6	72.8	89.9	89.5	89.3
Remote	88.5	87.9	88.3	np	np	np	91.0	90.6	91.0
Very remote	76.6	71.3	77.2	56.8	52.7	60.8	93.3	88.8	89.9
Total	**89.9**	**89.6**	**89.4**	**69.5**	**67.8**	**67.7**	**90.7**	**90.5**	**90.3**
Tasmania									
Metropolitan	88.8	90.2	88.4	76.9	80.3	76.9	90.1	91.3	89.3
Provincial	91.0	91.3	90.3	86.7	89.4	87.7	92.9	92.9	92.1
Remote	88.9	88.9	88.9	np	np	np	np	np	np
Very remote	np	np	np	np	np	np	np	np	np
Total	**90.0**	**90.8**	**89.4**	**83.4**	**86.3**	**84.0**	**91.6**	**92.2**	**90.9**
ACT									
Metropolitan	92.2	92.4	91.3	79.8	82.6	78.0	92.6	92.7	91.7
Provincial	..	..	..	..	..	..	..	..	..
Remote	..	..	..	..	..	..	..	..	..
Very remote	..	..	..	..	..	..	..	..	..
Total	**92.2**	**92.4**	**91.3**	**79.8**	**82.6**	**78.0**	**92.6**	**92.7**	**91.7**
NT									
Metropolitan	..	..	..	..	..	..	..	..	..
Provincial	92.9	93.3	92.2	83.7	85.4	84.5	95.6	95.7	94.5
Remote	84.6	86.1	84.4	66.9	69.6	68.1	97.4	98.1	96.3
Very remote	59.5	59.5	56.2	53.5	53.3	50.2	97.6	97.6	94.0
Total	**84.4**	**84.9**	**83.2**	**66.0**	**67.1**	**65.1**	**96.0**	**96.2**	**94.7**
Aust									
Metropolitan	92.9	93.2	92.4	80.0	80.4	78.6	93.4	93.6	92.9
Provincial	90.6	91.1	89.8	79.0	80.0	78.3	91.7	92.2	91.0
Remote	86.7	87.0	86.0	69.4	70.9	68.1	92.7	92.5	92.2

Table NIRA.6(b).4 **year 9 student participation in assessment, by Indigenous status, 2012 (per cent) (a)**

	All students			*Indigenous students*			*Non-Indigenous students*		
	Reading	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*	*Reading*	*Writing*	*Numeracy*
Very remote	71.7	70.6	69.7	59.2	58.6	56.7	93.6	91.9	92.3
Total	**92.1**	**92.4**	**91.5**	**77.1**	**77.7**	**75.8**	**92.9**	**93.2**	**92.4**

(a) Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of year 9 students reported by schools which includes those absent and withdrawn.

.. Not applicable. np Not published.

Source : ACARA (2012 and unpublished) 2012 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Melbourne.

Table NIRA.6(b).5 **Proportion of student exemptions, by Indigenous status, 2012 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
year 3 reading									
Indigenous students	3.1	6.1	2.5	1.2	5.7	1.7	4.5	2.0	2.9
Non-Indigenous students	1.7	2.6	1.5	1.4	2.1	1.4	1.6	2.2	1.9
Total	**1.7**	**2.8**	**1.5**	**1.4**	**2.3**	**1.4**	**1.7**	**2.1**	**2.0**
year 3 writing									
Indigenous students	3.1	5.7	2.6	1.2	5.7	1.7	4.5	2.3	2.9
Non-Indigenous students	1.7	2.6	1.6	1.4	2.1	1.4	1.6	2.1	1.9
Total	**1.8**	**2.8**	**1.7**	**1.4**	**2.3**	**1.4**	**1.7**	**2.2**	**2.0**
year 3 numeracy									
Indigenous students	3.0	5.8	2.5	1.2	5.6	1.5	4.5	2.2	2.8
Non-Indigenous students	1.6	2.6	1.4	1.4	2.1	1.4	1.5	1.8	1.8
Total	**1.7**	**2.8**	**1.5**	**1.4**	**2.3**	**1.4**	**1.6**	**2.0**	**1.9**
year 5 reading									
Indigenous students	2.7	6.8	3.0	1.5	4.6	1.5	6.6	2.0	2.9
Non-Indigenous students	1.5	2.5	2.2	1.4	2.1	1.3	1.8	2.2	1.9
Total	**1.6**	**2.7**	**2.3**	**1.4**	**2.2**	**1.3**	**1.9**	**2.1**	**2.0**
year 5 writing									
Indigenous students	2.7	6.8	3.3	1.5	4.6	1.5	6.6	2.2	3.0
Non-Indigenous students	1.6	2.5	2.3	1.4	2.1	1.3	1.9	2.3	1.9
Total	**1.6**	**2.7**	**2.3**	**1.4**	**2.2**	**1.3**	**2.0**	**2.3**	**2.0**
year 5 numeracy									
Indigenous students	2.7	6.8	3.0	1.5	4.3	1.3	6.6	2.0	2.8
Non-Indigenous students	1.5	2.5	2.1	1.3	2.1	1.3	1.9	2.2	1.9
Total	**1.5**	**2.7**	**2.2**	**1.3**	**2.2**	**1.3**	**2.0**	**2.1**	**2.0**
year 7 reading									
Indigenous students	2.1	3.7	2.5	1.4	2.5	1.0	2.7	1.9	2.2
Non-Indigenous students	1.2	1.8	1.7	1.3	1.8	1.2	1.5	2.7	1.5

Table NIRA.6(b).5 **Proportion of student exemptions, by Indigenous status, 2012 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**1.2**	**2.0**	**1.7**	**1.3**	**1.9**	**1.3**	**1.5**	**2.3**	**1.6**
year 7 writing									
Indigenous students	2.2	3.7	2.6	1.4	2.6	1.0	2.7	2.1	2.3
Non-Indigenous students	1.2	1.8	1.7	1.3	1.9	1.2	1.5	2.7	1.5
Total	**1.2**	**2.0**	**1.8**	**1.3**	**1.9**	**1.3**	**1.5**	**2.4**	**1.6**
year 7 numeracy									
Indigenous students	2.2	3.7	2.4	1.4	2.5	1.0	2.7	2.1	2.2
Non-Indigenous students	1.2	1.8	1.6	1.3	1.8	1.2	1.5	2.6	1.5
Total	**1.2**	**1.9**	**1.7**	**1.2**	**1.9**	**1.2**	**1.6**	**2.3**	**1.6**
year 9 reading									
Indigenous students	2.5	4.6	2.6	2.1	3.4	2.3	1.8	3.2	2.7
Non-Indigenous students	1.3	1.9	1.5	1.2	1.4	0.9	1.3	2.1	1.5
Total	**1.3**	**2.0**	**1.6**	**1.3**	**1.5**	**1.1**	**1.3**	**2.4**	**1.6**
year 9 writing									
Indigenous students	2.5	4.5	2.8	2.1	3.3	2.3	1.8	3.3	2.8
Non-Indigenous students	1.3	1.9	1.5	1.2	1.4	0.9	1.3	2.1	1.5
Total	**1.3**	**2.0**	**1.6**	**1.3**	**1.5**	**1.1**	**1.3**	**2.5**	**1.6**
year 9 numeracy									
Indigenous students	2.5	4.4	2.7	2.1	3.4	2.1	1.8	3.0	2.7
Non-Indigenous students	1.3	1.9	1.5	1.2	1.4	0.9	1.3	1.5	1.5
Total	**1.3**	**2.0**	**1.6**	**1.3**	**1.5**	**1.1**	**1.3**	**2.0**	**1.6**

Source : ACARA (2012) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, Sydney.

Table NIRA.6(b).6 **Proportion of student absences, by Indigenous status, 2012 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
year 3 reading									
Indigenous students	4.4	6.0	5.7	13.5	8.5	3.7	6.0	21.1	8.0
Non-Indigenous students	1.9	2.6	2.4	2.7	2.5	3.2	2.4	2.9	2.3
Total	**2.0**	**2.7**	**2.7**	**3.5**	**2.8**	**3.2**	**2.6**	**10.8**	**2.7**
year 3 writing									
Indigenous students	4.4	6.1	6.3	12.7	9.4	3.4	2.2	18.5	7.9
Non-Indigenous students	1.9	2.8	2.5	2.8	2.9	3.0	2.2	2.9	2.4
Total	**2.0**	**2.9**	**2.7**	**3.4**	**3.2**	**3.0**	**2.2**	**9.6**	**2.7**
year 3 numeracy									
Indigenous students	5.9	7.3	7.2	15.9	8.5	4.2	3.7	24.0	9.6
Non-Indigenous students	2.2	2.9	2.9	3.1	3.1	3.5	2.7	3.5	2.7
Total	**2.4**	**3.0**	**3.2**	**4.0**	**3.4**	**3.5**	**2.8**	**12.3**	**3.1**
year 5 reading									
Indigenous students	5.0	6.7	6.6	12.9	8.1	2.8	7.5	19.9	8.6
Non-Indigenous students	1.8	2.8	2.3	2.5	2.6	2.4	2.2	2.6	2.3
Total	**1.9**	**2.9**	**2.6**	**3.3**	**2.9**	**2.5**	**2.3**	**10.5**	**2.6**
year 5 writing									
Indigenous students	5.1	8.0	6.2	13.1	9.5	3.7	5.7	18.8	8.7
Non-Indigenous students	1.7	2.9	2.4	2.4	2.8	2.3	1.9	2.6	2.3
Total	**1.9**	**3.0**	**2.7**	**3.2**	**3.1**	**2.4**	**2.0**	**9.9**	**2.7**
year 5 numeracy									
Indigenous students	5.9	8.7	7.7	13.8	9.3	3.0	7.5	23.2	9.9
Non-Indigenous students	2.2	3.0	2.7	2.9	3.1	2.8	2.1	3.3	2.6
Total	**2.4**	**3.1**	**3.1**	**3.7**	**3.4**	**2.8**	**2.2**	**12.3**	**3.0**
year 7 reading									
Indigenous students	9.2	12.4	6.2	14.1	9.2	6.1	10.6	24.5	10.5
Non-Indigenous students	2.8	3.8	2.6	2.7	2.9	4.2	3.2	2.7	3.1

Table NIRA.6(b).6 **Proportion of student absences, by Indigenous status, 2012 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**3.2**	**4.0**	**2.8**	**3.5**	**3.2**	**4.5**	**3.4**	**12.0**	**3.5**
year 7 writing									
Indigenous students	9.2	11.8	6.7	14.7	10.9	7.2	6.2	23.4	10.7
Non-Indigenous students	2.7	3.7	2.6	2.7	2.8	3.5	3.3	2.3	3.0
Total	**3.0**	**3.9**	**2.8**	**3.5**	**3.1**	**4.0**	**3.4**	**11.3**	**3.4**
year 7 numeracy									
Indigenous students	11.2	12.8	7.4	15.2	11.9	8.4	11.5	27.1	12.1
Non-Indigenous students	3.2	4.0	3.0	3.1	3.2	4.2	3.6	3.1	3.4
Total	**3.6**	**4.2**	**3.3**	**3.9**	**3.6**	**4.8**	**3.8**	**13.4**	**3.8**
year 9 reading									
Indigenous students	20.2	20.6	15.7	28.5	26.8	16.6	16.5	33.2	21.2
Non-Indigenous students	5.0	7.2	5.0	5.3	7.1	8.0	5.3	3.8	5.8
Total	**5.7**	**7.5**	**5.7**	**6.6**	**7.9**	**9.1**	**5.5**	**15.2**	**6.6**
year 9 writing									
Indigenous students	19.7	19.6	15.1	27.9	28.9	13.7	13.8	32.1	20.7
Non-Indigenous students	4.7	6.9	4.7	4.9	7.3	7.4	5.3	3.6	5.5
Total	**5.4**	**7.2**	**5.4**	**6.2**	**8.1**	**8.3**	**5.5**	**14.6**	**6.3**
year 9 numeracy									
Indigenous students	22.1	22.4	16.4	29.1	28.6	16.0	18.3	34.1	22.4
Non-Indigenous students	5.8	7.4	5.4	5.7	7.5	8.7	6.2	5.0	6.3
Total	**6.6**	**7.7**	**6.1**	**7.1**	**8.3**	**9.7**	**6.5**	**16.3**	**7.1**

Source : ACARA (2012) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, Sydney.

Table NIRA.6(b).7 **Proportion of student withdrawals, by Indigenous status, 2012 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
year 3 reading									
Indigenous students	1.3	5.2	2.6	1.1	7.2	0.7	8.2	0.8	2.2
Non-Indigenous students	0.9	2.4	2.6	1.4	3.4	0.7	3.8	2.2	1.9
Total	**1.0**	**2.6**	**2.6**	**1.4**	**3.5**	**1.6**	**4.0**	**1.6**	**2.0**
year 3 writing									
Indigenous students	1.2	5.1	2.6	1.2	7.0	0.7	8.2	0.8	2.2
Non-Indigenous students	0.9	2.4	2.6	1.4	3.3	0.7	3.9	2.1	1.9
Total	**1.0**	**2.6**	**2.6**	**1.4**	**3.5**	**1.6**	**4.1**	**1.6**	**2.0**
year 3 numeracy									
Indigenous students	1.2	4.9	2.5	1.1	6.7	0.7	9.0	0.9	2.1
Non-Indigenous students	0.9	2.2	2.4	1.3	3.1	0.7	3.8	2.2	1.8
Total	**1.0**	**2.4**	**2.4**	**1.3**	**3.3**	**1.6**	**4.0**	**1.7**	**1.9**
year 5 reading									
Indigenous students	1.0	3.8	3.0	0.8	4.1	0.9	3.8	0.5	1.7
Non-Indigenous students	0.7	1.9	2.5	1.0	2.1	0.5	2.1	1.1	1.4
Total	**0.7**	**1.9**	**2.5**	**1.0**	**2.3**	**1.3**	**2.2**	**0.8**	**1.5**
year 5 writing									
Indigenous students	1.0	4.0	3.0	0.8	4.1	0.9	3.8	0.6	1.8
Non-Indigenous students	0.7	1.9	2.6	0.9	2.2	0.5	2.1	1.1	1.5
Total	**0.7**	**2.0**	**2.6**	**0.9**	**2.3**	**1.3**	**2.2**	**0.9**	**1.5**
year 5 numeracy									
Indigenous students	0.9	3.8	2.9	0.8	4.3	0.9	3.8	0.5	1.7
Non-Indigenous students	0.6	1.7	2.4	0.9	2.1	0.5	2.0	1.0	1.4
Total	**0.7**	**1.8**	**2.5**	**0.9**	**2.2**	**1.3**	**2.2**	**0.8**	**1.4**
year 7 reading									
Indigenous students	0.9	1.8	2.3	1.1	4.8	0.4	5.3	1.7	1.7
Non-Indigenous students	0.4	1.0	1.7	0.7	2.0	0.4	2.0	0.4	1.0

Table NIRA.6(b).7 **Proportion of student withdrawals, by Indigenous status, 2012 (per cent)**

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Total	**0.4**	**1.0**	**1.8**	**0.8**	**2.1**	**1.1**	**2.1**	**1.0**	**1.1**
year 7 writing									
Indigenous students	0.9	1.9	2.3	1.0	4.9	0.4	5.3	1.7	1.7
Non-Indigenous students	0.4	0.9	1.7	0.7	1.9	0.4	2.0	0.5	1.0
Total	**0.4**	**1.0**	**1.8**	**0.8**	**2.1**	**1.1**	**2.1**	**1.1**	**1.0**
year 7 numeracy									
Indigenous students	0.9	1.9	2.3	1.1	4.7	0.4	5.3	1.6	1.7
Non-Indigenous students	0.4	1.0	1.7	0.7	1.9	0.4	2.0	0.5	1.0
Total	**0.4**	**1.0**	**1.8**	**0.8**	**2.0**	**1.1**	**2.1**	**1.0**	**1.0**
year 9 reading									
Indigenous students	0.8	2.3	3.0	0.7	3.6	–	3.7	0.8	1.7
Non-Indigenous students	0.4	1.2	2.9	0.6	2.2	0.4	2.1	0.2	1.3
Total	**0.5**	**1.2**	**2.9**	**0.7**	**2.3**	**0.9**	**2.2**	**0.4**	**1.4**
year 9 writing									
Indigenous students	0.9	2.4	2.9	0.7	3.3	–	3.7	0.8	1.7
Non-Indigenous students	0.4	1.2	2.9	0.6	2.2	0.4	2.0	0.2	1.3
Total	**0.5**	**1.2**	**2.9**	**0.7**	**2.2**	**0.9**	**2.2**	**0.4**	**1.3**
year 9 numeracy									
Indigenous students	0.9	2.4	2.9	0.8	3.6	–	3.7	0.8	1.7
Non-Indigenous students	0.4	1.2	2.9	0.6	2.2	0.4	2.1	0.2	1.3
Total	**0.5**	**1.3**	**2.9**	**0.7**	**2.3**	**0.9**	**2.2**	**0.5**	**1.4**

– Nil or rounded to zero.

Source : ACARA (2012) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, Sydney.

NEA Indicator 7:

Attendance rates, year 1 to year 10

See NEA Indicator 1, tables NEA.1.4– 6

NEA report Indicator 8:

Attainment of year 12 or equivalent

See NEA Indicator 4, tables NEA.4.2

NEA Context Tables

NEA.C.1 Summary of school characteristics, states and territories, 2012

	Unit	NSW	Vic	Qld (a)	WA (a)	SA	Tas	ACT	NT	Aust
Government schools										
Primary	no.	1623	1136	921	513	393	128	53	60	4827
Secondary	no.	370	244	180	96	68	38	18	15	1029
Combined (b)	no.	66	79	92	90	76	26	9	73	511
Special schools (c)	no.	110	76	46	66	18	5	4	5	330
Total	**no.**	**2169**	**1535**	**1239**	**765**	**555**	**197**	**84**	**153**	**6697**
Non-government schools										
Primary	no.	490	425	232	149	103	28	25	11	1463
Secondary	no.	145	98	73	9	19	5	5	9	363
Combined (b)	no.	237	156	154	132	70	31	13	17	810
Special schools (c)	no.	41	19	17	11	3	1	1	1	94
Total	**no.**	**913**	**698**	**476**	**301**	**195**	**65**	**44**	**38**	**2730**
All schools										
Primary	no.	2113	1561	1153	662	496	156	78	71	6290
Secondary	no.	515	342	253	105	87	43	23	24	1392
Combined (b)	no.	303	235	246	222	146	57	22	90	1321
Special schools (c)	no.	151	95	63	77	21	6	5	6	424
Total	**no.**	**3082**	**2233**	**1715**	**1066**	**750**	**262**	**128**	**191**	**9427**
Proportion of schools (by level) that are government										
Primary	%	76.8	72.8	79.9	77.5	79.2	82.1	67.9	84.5	76.7
Secondary	%	71.8	71.3	71.1	91.4	78.2	88.4	78.3	62.5	73.9
Combined (b)	%	21.8	33.6	37.4	40.5	52.1	45.6	40.9	81.1	38.7
Special schools (c)	%	72.8	80.0	73.0	85.7	85.7	83.3	80.0	83.3	77.8
All schools	**%**	**70.4**	**68.7**	**72.2**	**71.8**	**74.0**	**75.2**	**65.6**	**80.1**	**71.0**
Proportion of schools (by affiliation) that are Primary										
Government	%	74.8	74.0	74.3	67.1	70.8	65.0	63.1	39.2	72.1
Non-government	%	53.7	60.9	48.7	49.5	52.8	43.1	56.8	28.9	53.6
All schools	**%**	**68.6**	**69.9**	**67.2**	**62.1**	**66.1**	**59.5**	**60.9**	**37.2**	**66.7**
Proportion of Primary schools with more than 300 students enrolled (d)										
Government	%	37.0	36.6	42.6	43.4	28.1	23.4	51.6	17.3	37.2
Non-government	%	40.0	35.6	56.7	37.4	45.7	22.0	52.6	17.9	41.3
All schools	**%**	**37.9**	**36.3**	**46.5**	**41.5**	**32.9**	**23.0**	**52.0**	**17.4**	**38.4**
Proportion of Secondary schools with more than 600 students enrolled (d)										
Government	%	58.9	50.2	48.9	28.0	33.3	28.1	48.1	6.8	44.7
Non-government	%	38.0	46.5	33.5	33.3	32.6	16.7	61.1	3.8	36.9
All schools	**%**	**49.1**	**48.5**	**41.9**	**30.3**	**33.0**	**24.0**	**53.3**	**6.1**	**41.4**

(a) From 2011 for WA, and 2012 for Qld, year 7 is being piloted in some secondary schools. The ABS has been advised that for reporting purposes, year 7 will remain at the primary level until the states decide whether to transition year 7 to the secondary level. This may affect comparisons between students in primary and secondary levels in WA from 2011, and in Qld from 2012.

(b) Combined primary and secondary schools.

(c) 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.

NEA.C.1 Summary of school characteristics, states and territories, 2012

	Unit	*NSW*	*Vic*	*Qld* (a)	*WA* (a)	*SA*	*Tas*	*ACT*	*NT*	*Aust*

(d) Excludes Combined schools and Special schools.

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

NEA.C.2 Students (FTE) enrolled in government and non-government schools, by level of education, 2012 (a)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Students (FTE) enrolled in government schools ('000)									
Primary schools	440.5	322	324.3	169.4	104.9	31.9	20.0	18.8	1431.8
Secondary schools	307.7	224.3	176.4	76.1	61.5	25.8	15.6	10.7	898.1
All schools	**748.2**	**546.3**	**500.6**	**245.5**	**166.5**	**57.7**	**35.6**	**29.4**	**2329.9**
Students (FTE) enrolled in non-government schools ('000)									
Primary schools	194.6	156.0	139.2	73.7	53.7	11.5	13.1	5.3	647.2
Secondary schools	196.1	166.0	110.6	55.8	40.4	12.1	13.4	5.2	599.7
All schools	**390.8**	**322.0**	**249.8**	**129.5**	**94.0**	**23.7**	**26.5**	**10.5**	**1246.8**

(a) Students enrolled in special schools are included, with special school students of primary school age and/or year level included in the primary figures and those of secondary school age and/or year level included in the secondary figures.

Source: ABS Schools Australia, 2012, cat. no. 4221.0.

NEA.C.3 Number and proportion of Indigenous students enrolled in school, by school sector, 2012 (a), (b)

	NSW	*Vic*	*Qld*	*WA*	*SA*	*Tas*	*ACT*	*NT*	*Aust*
Number of Indigenous students enrolled in school ('000)									
Government schools	47.0	9.7	43.2	20.0	9.0	4.7	1.2	13.1	147.9
Non-government schools	7.8	1.6	8.1	3.7	1.1	0.9	0.3	3.0	26.6
All schools	**54.8**	**11.3**	**51.3**	**23.8**	**10.1**	**5.6**	**1.5**	**16.1**	**174.5**
Proportion of Indigenous students enrolled in school, (per cent)									
Government schools	6.3	1.8	8.7	8.2	5.4	8.4	3.3	44.5	6.4
Non-government schools	2.0	0.5	3.2	2.9	1.2	3.9	1.2	28.9	2.1
All schools	**4.8**	**1.3**	**6.9**	**6.4**	**3.9**	**7.0**	**2.4**	**40.4**	**4.9**

(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 *Schools Australia, 2012* , 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 12 lists each performance target in the NEA and the page reference for the associated DQS.

Table 13 lists each performance indicator in the NEA and the page reference for the associated DQS.

Table 14 lists each education related performance indicator in the NIRA and the page reference for the associated DQS.

Table 1 **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 or Certificate II attainment rate to 90 per cent by 2015	278, 281, 290, 292
B. Lift the Year 12 or equivalent or Certificate III attainment rate to 90 per cent by 2020	278, 281, 290, 292
C. Halve the gap for Indigenous students in reading, writing and numeracy by 2018.	274
D. At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020	278, 290

a The performance indicators are presented in this table using the direct wording from pp. 9–10 of the NEA (COAG 2012a). This does not necessarily reflect the measures used to report against the indicators in this report.

Table 2 Data Quality Statements for performance indicators in the National Education Agreement[a]

Performance indicator	*Page no. in this report*
1. The rate of student attendance at school	269
2. Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.	274
3. The proportion of students in the bottom and top levels of performance in international testing	276
4. The proportion of young people who have attained at least a year 12 or equivalent or AQF Certificate Level II/III or above	278, 281, 290, 292
5. The proportion of young people participating in post-school education, training or employment.	283, 286, 290, 292

a The performance indicators are presented in this table using the direct wording from pp. 9–10 of the NEA (COAG 2012b). This does not necessarily reflect the measures used to report against the indicators in this report.

Table 3 Data Quality Statements for related performance indicators in the National Indigenous Reform Agreement[a]

Performance indicator	*Page no. in this report*
6. Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9	274, 288
7. Attendance rates, Year 1 to Year 10	269
8. Attainment of year 12 or equivalent	278, 290

a Performance indicators are presented in this table using the direct wording for the performance indicators in the revised NIRA (COAG 2012b). This does not necessarily reflect the measures used to report against the indicators in this report.

Data quality statement — Indicator 1 and 7 — The rate of student attendance at school

Outcome	As stated in the relevant National Agreement – National Education Agreement (NEA)
Indicator	As stated in the relevant National Agreement – NEA Indicator 1: 'The rate of student attendance at school'.
Measure (computation)	The student attendance rate (per cent) = (the numerator/the denominator)*100 (rounded to the nearest whole number), by year level for years 1-10 and ungraded students, State and Territory, sector, sex, and Indigenous status. *Numerator* (Actual_Day_Attendance) – the number of actual full-time equivalent student-days attended by full-time students. *Denominator (Possible_Day_Attendance)* – the number of possible student-days attended by full-time students. Notes: 1. Indigenous status refers to those who identify as Aboriginal but not Torres Strait Islander origin, or Torres Strait Islander but not Aboriginal origin, or Both Aboriginal and Torres Strait Islander origin. 2. Non-Indigenous status refers to those who identify themselves as Non-Indigenous or where it is unknown/not stated. *3.* Appendix 1 contains the proportion of data where the Indigenous status is unknown/not stated, for those data providers where a breakdown is available.
Data source/s	2012 ACARA National Student Attendance Data Collection (unpublished)
Institutional environment	ACARA collects the data from individual data providers: Departments of Education in each state / territory, for the government sector and The Department of Education, Employment and Workplace Relations (DEEWR) for the non-government sector. Individual data providers collect information from schools under the relevant legislation/agreement in each state/territory and sector. Summaries of key points from individual data providers' Data Quality Statements are provided in appendix 2.
Relevance	Data represents student attendance rates (per cent) for all schools in all sectors in Australia by Year level for Years 1 -10 and ungraded students, State and Territory, Sex, and Indigenous status. Sex, and Indigenous status are defined as per the ACARA Data Standards Manual: Student Background Characteristics. The collection period for the government sector was Semester 1 in 2012 for each state / territory except for Tasmania where it was Term 1. Note that actual dates of Semester 1 may vary between state / territory. The collection period for the non-government sector is for 20 consecutive school days in May that form four complete school weeks.
Timeliness	ACARA requests aggregate data, from data providers, in April of the year following the collection period. E.g. For the 2012 collection, the data was requested in April 2013.
Accuracy	Attendance data are collected through various school management systems at the school, before then being collated into a central database by Departments of Education in each state / territory and by The Department of Education, Employment and Workplace Relations (DEEWR), for the government and non-government systems respectively. Note that student attendance data are not always captured consistently by schools.

	The below only relates to ACARAs activities in relation to the accuracy of collation. ACARA has taken necessary steps to ensure that the collated data are accurately based on the data provided. Data providers were requested to provide data in predefined templates. • ACARA has undertaken rigorous internal quality assurance processes to ensure the collated data are accurately reflective of the source datasets. • ACARA has derived the Rate_Percent (called Derived_Rate_Percent) using the provided data fields and compared to the supplied Rate_Percent : – Actual_Day_Attendance – Possible_Day_Attendance – Rate_Percent. • Whenever the Derived_Rate_Percent figure is not equal to the Rate_Percent figure (as supplied), ACARA will report the Derived_Rate_Percent figure. • ACARA has consistently applied and adopted this treatment across the 2012 National Student Attendance Data Collection. • ACARA has provided feedback to data providers and sought confirmation and approval on discrepancies in Derived_Rate_Percent.
Coherence	Methodologies and counting rules vary between state / territory and sector, therefore data cannot be compared across state / territory or across school sectors but comparisons over time (2007 to 2012) within a state / territory and sector can be made. Since 2007, data have generally been collected consistently by each state / territory and sector except for NT where the data source changed in 2012 and SA where the reporting period changed to Semester 1 in 2009.
Interpretability	Further information on the differences in methodologies and counting rules between state / territory and sector can be found in the *National Report on Schooling in Australia* – Explanatory notes for student attendance data. Note the 2012 report is not yet available, however the 2011 and 2010 reports may be used as there have been minor or no changes to methodologies and counting rules during this time period.
Accessibility	Data in this format were yet to be published by ACARA, however the data will be published in the 2012 National Report on Schooling in Australia. Each state / territory and sector publishes variations of their data through their own websites / publications. For further information please contact info@acara.edu.au.

Appendix 1

NSW, WA and ACT are unable to disaggregate by 'unknown/not stated' Indigenous status. However, they have confirmed that any figures for 'unknown/not stated' Indigenous status are included in the non-Indigenous group.

Below, at table 1, are the proportions of 'unknown/not stated' Indigenous status as a total of 'Actual_Day_Attendance' and 'Possible_Day_Attendance', for those jurisdictions that are able to disaggregate.

Note that for the jurisdictions below, due to the low proportion of 'unknown/not stated' Indigenous status, there are no differences in non-Indigenous attendance rates (when rounded) when including or excluding 'unknown/not stated'.

Table 1 **Proportion of actual and possible day attendance for government school students where Indigenous status was unknown/not stated, by state and territory, 2012 (per cent)[a, b, c]**

	Yr 1	*Yr 2*	*Yr 3*	*Yr 4*	*Yr 5*	*Yr 6*	*Yr 7*	*Yr 8*	*Yr 9*	*Yr 10*	*Primary Ungraded*	*Secondary Ungraded*
Vic												
Actual	0.7	0.5	0.6	0.5	0.5	0.6	0.3	0.7	0.6	0.6	1.1	0.7
Possible	0.7	0.5	0.6	0.5	0.6	0.6	0.3	0.7	0.6	0.6	1.1	0.7
Qld												
Actual	–	–	–	–	–	–	–	–	–	–	na	na
Possible	–	–	–	–	–	–	–	–	–	–	na	na
SA												
Actual	0.2	0.1	0.1	0.1	0.1	0.1	0.1	1.7	0.2	0.2	–	1.1
Possible	0.2	0.1	0.1	0.1	0.1	0.1	0.1	1.7	0.3	0.3	–	1.0
Tas												
Actual	1.9	1.8	1.6	1.8	1.8	2.9	5.7	9.6	8.7	7.9	na	na
Possible	1.8	1.8	1.6	1.9	1.8	3.0	5.9	10.0	9.1	8.4	na	na
NT												
Actual	0.1	0.3	0.2	0.2	–	0.2	0.2	0.4	0.3	0.3	–	–
Possible	0.1	0.3	0.2	0.2	–	0.3	0.2	0.4	0.3	0.3	–	–

a The proportion is rounded to 1 decimal place. **b** NSW, WA and ACT are unable to disaggregate by 'unknown/not stated' Indigenous status. **c** 'Actual' refers to the number of actual full-time equivalent student-days attended by full-time students at the indicated year level. 'Possible' refers to the number of possible student-days attended full-time students at the indicated year level.

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

Appendix 2

The below summarises the key points from each individual data providers' data quality statements:

- NSW
  - Data, for full-time students who are included on the final return, were collected from schools in July 2012, with most schools using OASIS to record and report absence data, which were then extracted into a central database. Data were then validated and approved by the school.
  - Only full-day absences were reported and students who change schools in the same term were counted at both schools but absences were recorded and attributed to the school where the absence was incurred. All Schools for

Specific Purposes (SSPs), Intensive English Centres (IECs) and Distance Education Schools/Centres (DECs) are excluded from the collection.

- Victoria
  - Data were recorded by schools and stored in the school's software package, then collected and stored by the Department in CASES21. Note, although the majority of schools are using CASES21, there is a small proportion of schools that are using different software packages which may result in a small degree of inconsistency in the data.
- Queensland
  - Data, for full-time students enrolled for some period during Semester 1, were collected as part of the August state Census collection and stored in the OneSchool information management system.
- WA
  - Data were uploaded into the SAM database by schools. Schools can correct and resubmit their data.
  - Half day attendance and absences were recorded and converted to whole days, which may have resulted in some rounding discrepancies. Only students who were enrolled at the end of the collection period are included.
- SA
  - Data, for students who's FTE was greater than or equal to 0.89, were collected by schools' administrative systems then collected and stored by the Department in the Central EDSAS Data Store. Snapshot of the data were taken as part of the Term 3 annual Census collection.
- Tasmania
  - Data were collected daily from schools, via the school's student management system, and stored in a central data repository.
  - Data for the numerator were sourced from the absence records database while the data for the denominator were sourced from the mid-Year enrolment Census database. The different data sources may have resulted in some minor under- or over-counts, however, this makes no material difference to the aggregated percentage.
- ACT
  - Data were collected through the electronic school management systems at individual schools. Data from each school were then collated into a central database.

  - Half day attendances were recorded for primary schools and data for high school attendance were recorded for each teaching period.

- NT
  - Data were collected via the Schools Administration and Management System where schools record student attendance daily. Attendance recording varied by school. Principals validated data in Weeks 4 and 8 of each term with the data officially released by the Minister approx. four weeks after the end of each term. Special schools were included, however, distance education students (including Schools of the Air and Northern Territory Open Education Centres (NTOEC)) were excluded.
- DEEWR
  - Data were collected, from schools, six weeks following the end of the collection period. Schools that are late in submitting their attendance data are predominantly in remote areas with poor infrastructure or with small numbers of staff.
  - Part day attendance is reported by each school based on their own definition of student attendance.

Data quality statement — Performance target (c) and Indicator 2 and 6(a) — Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.

Target/Outcome	As stated in the relevant National Agreement – National Education Agreement (NEA).
Indicator	As stated in the relevant National Agreement – NEA Indicator 2 (Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing): • Proportion of students who achieved at or above the national minimum standard • NAPLAN mean scale scores.
Measure (computation)	*Indicator 2 (a) and (c):* Proportion of students who achieved at or above the national minimum standard: *Numerator* - count of students who achieved at or above the national minimum standard. *Denominator* – total count of students who were assessed, absent, withdrawn or exempt under 2012 NAPLAN. *Rate or Proportion* – the Proportion = (the numerator/the denominator)*100 (rounded to 1 decimal place). *Indicator 2 (b) and (d)*: NAPLAN mean scale scores in reading, writing and numeracy for Years 3, 5, 7 and 9 by State & Territory, by geolocation, by Indigenous status, and by parental education and parental occupation.
Data source/s	2012 NAPLAN (Published).
Institutional environment	Data Collectors: Individual schools send this data under established protocols to the Test Administration Authorities for the states and territories. Collection authority: ACARA Act 2008. Data Compiler: Australian Council for Educational Research (ACER).
Relevance	*Level of geography:* Data are available at National and State/Territory levels, by parental education and parental occupation levels, or by Indigenous status or geographic location *Data completeness:* Yes. *Numerator/Denominator source:* The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER. *For Education indicators, are all types of schools, universities, technical colleges/TAFEs and correspondence schools included?* Schools included are those whose students sit NAPLAN tests. *Have standard classifications been used?* Yes.
Timeliness	*Collection interval/s:* The NAPLAN tests are conducted annually. *Data available*: The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2012, as released by ACARA on 18 December 2012
Accuracy	*Method of Collection:* By Test Administration Authorities and provided to ACER, who then provide onward 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). *Known Issues*: Confidence intervals should be considered when ranking jurisdictions. The confidence intervals used to compare jurisdictions within a calendar year are not the same confidence intervals used to compare across calendar years.

	Year to year change: Caution should be exercised when using the data to measure small changes from year to year; 95 per cent confidence intervals have been provided to the Steering Committee
	Is the data being used attitudinal or data? Data.
Coherence	*Consistency over time:* NAPLAN results are collected in a consistent manner annually.
	The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER.
	The data are consistent with data supplied in previous reporting rounds.
	Jurisdiction estimate calculation: Yes.
Accessibility	Data publicly available at www.naplan.edu.au.
	Data are not available prior to publication.
	Supplementary data are not available.
	The data are available in PDF format at www.naplan.edu.au).
Interpretability	Other Supporting information: FAQs on (www.naplan.edu.au).
	Socioeconomic status derivation: NA
	Socioeconomic status quintiles derivation: NA

Data quality statement — Indicator 3 — The proportion of students in the bottom and top levels of performance in international testing

Target/Outcome	As stated in the relevant National Agreement – Indicator 3: 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))
Indicator	*As stated in the relevant National Agreement – Measure 3(a):* Proportion of students that achieved at or above the nationally agreed international benchmark level (Intermediate benchmark)for each of reading (at Year 4) and mathematics and science (at Year 4 and Year 8). *Measure 3(b):* Proportion of students in top and bottom levels of performance for each of reading, mathematics and science.
Measure (computation)	*Numerator — 3(a):* number of students who achieved at or above the nationally agreed benchmark (Intermediate benchmark for PIRLS and TIMSS) for each of reading (Year 4), mathematics and science (Year 8). *3(b) top level*: number of students who achieved above the Intermediate benchmark on each of reading (Year 4), mathematics and science. *3(b) bottom level*: number of students who achieved below the Intermediate benchmark on each of reading (Year 4), mathematics and science. *Denominator* — total population of all students (Students in Year 4 or Year 8 selected to participate in TIMSS or PIRLS)
Data source/s	TIMSS 2011 and PIRLS 2011
Institutional environment	The data were collected by the Australian Council for Educational Research (ACER). ACER is an independent not for profit educational research company. ACER are contracted by the Commonwealth and State and Territory governments to manage TIMSS and PIRLS in Australia. Data are collected from students, teachers and schools directly by ACER. Statistical confidentiality is assured. All identifying data are removed from the data file prior to submission to the International Study Centre. The data are collected as part of the National Assessment Program. Participation of selected schools is mandatory, participation of students is voluntary.
Relevance	*Level of Geography*: State/Territory, Metropolitan, Regional, Rural and Remote *Data Completeness*: All data are available from this data source. *Indigenous Statistics*: Indigenous status is obtained from students. *Socioeconomic status data*: Socioeconomic status is available at all data levels. *Numerator/Denominator Source*: Yes.
Timeliness	*Collection interval/s*: every 4 years *Data available*: December 2011 *Referenced Period*: The data are collected during the 2010 school year. Single data source only. No other less frequent data sources that contain more detailed . Data can be used in other reporting years .

Accuracy

Method of Collection: The test and questionnaires are administered to selected classes by teachers at the school who are not teachers of the selected students.

Data Adjustments: data are weighted only.

Sample/Collection size: The TIMSS and PIRLS sample is about 3 000 students at Year 4 and the TIMSS sample 7 500 students at Year 8.

Response rate: Student response rate is about 95 per cent.

Standard Errors: These vary but are included in tables where required.

Data are test achievement data.

There are no particular data tables for the performance indicator that require more detailed information or explanation.

There are no external factors that may impact on the consistency of the data for the performance indicator.

There are no revisions expected.

Coherence

The data are internally consistent.
The numerator and denominator are compiled from a single source.
The data are consistent with data supplied in previous reporting rounds.
There have been no changes to the underlying data collection.
No real world events have impacted on the data or its management.
These data are not comparable with any other data sources.

Accessibility

All data are publicly available from www.acer.edu.au/timss

Interpretability

All terms used in analysis are explained in the reports available from www.acer.edu.au/timss
There are no ambiguous terms

Data quality statement — Performance target (a), (b), (d) and Indicator 4 and 8 — The proportion of young people aged 20–24 years who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II/III level or above (Census)

Indicator

NEA 4 – The proportion of young people aged 20–24 years who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II/III level or above.

Measure (computation)

Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II/III level or above.

Numerator:

1. Number of persons aged 20–24 years who are identified as having completed Year 12 or equivalent, or attained a formal qualification at Certificate II level or above (includes Certificate I/II nfd, but excludes Certificate nfd).

2. Number of persons aged 20–24 years who are identified as having completed Year 12 or equivalent, or attained a formal qualification at Certificate III level or above (excludes Certificate nfd).

Denominator:
Total population of persons aged 20–24 years.

The Census measure excludes people whose highest year of schooling or non-school educational attainment is not stated or inadequately described if they failed to meet the indicator criteria for either variable.

Data source

Numerator and denominator:
ABS Census of Population and Housing (Census). Data are available every five years.

This DQS applies to NEA 4 measures based on 2011 Census data.

Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national level. A separate DQS is provided for NEA 4 measures based on SEW data.

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.

Relevance

Census data are available by state/territory.

The Census 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).

The Census form may be completed by one household member on behalf of others in the household. While this is a standard methodology, answers

to some questions may occasionally differ from those that would have been supplied had each person completed the Census form themselves.

Timeliness The Census is conducted every five years in August.

Accuracy The 2011 Post Enumeration Survey, which is run a month after each Census is completed, found a net undercount for the Census of 1.7 per cent. This means over 98 per cent of all people in Australia on Census night were counted; this was an improvement of 1 per cent on the undercount from 2006.

The Census is self-enumerated, and respondents sometimes do not return a Census form or fail to answer every applicable question. Persons are imputed into dwellings for which no form was returned, together with some demographic characteristics for these people. These same demographic characteristics are imputed if not provided by respondents on a returned form. However, the majority of output classifications include a 'Not Stated' category to record the level of non-response for that data item.

This indicator uses two Census data items:

- Highest Year of School Completed (for Year 12)
- Non-School Qualification: Level of Education (for AQF Certificate level II or above).

Overall, the non-response rate for Highest Year of School Completed in the 2011 Census was 8.4 per cent (down from 9.9 per cent in 2006).

For information on the Level of Education variable used in this indicator see: Non-School Qualification: Level of Education.

The Indigenous Status item is used to ascertain Indigenous status of persons. The non-response rate for this variable was 4.9 per cent (down from 5.7 per cent in 2006).

Cells may have been randomly adjusted to avoid the release of confidential data.

For further information see specific data quality statements and the non-response rate quality statement.

Coherence Both the numerator and denominator come from the Census.

The Census and all ABS surveys, including the Survey of Education and Work, use Australian standard classifications, where available and appropriate, to provide data comparability across collections. The Australian Standard Classification of Education (ASCED) (cat. no. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items among different surveys to be compared.

The Survey of Education and Work (cat. no. 6227.0), the National Aboriginal and Torres Strait Islander Social Survey, and the National Aboriginal and Torres Strait Islander Health Survey also provide information on educational attainment for this indicator.

Interpretability The 2011 Census Dictionary (cat. no. 2901.0) is a comprehensive reference guide designed to assist users to determine and specify their

data requirements, and to understand the concepts underlying the data. It provides details of classifications used and a glossary of definitions of Census terms.

A number of other resources can be accessed from the Data quality page, including data quality statements for these data items and Fact sheets.

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 SEIFA can be found on the ABS website: www.abs.gov.au/Census.

Accessibility

An extensive range of Census online products are available from the Data & Analysis page. Additional data are available at cost upon request through the National Information Referral Service (NIRS).

Data quality statement — Performance target (a), (b) and Indicator 4 — The proportion of young people aged 20–24 years who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II/III level or above (SEW)

Indicator

NEA 4 – The proportion of young people aged 20–24 year who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II/III level or above.

Measure (computation)

Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II/III level or above.

Numerator:

1. Number of persons aged 20–24 year olds who state they have completed Year 12 or equivalent, or attained a formal qualification at Certificate II or above (includes Certificate I/II nfd, but excludes Certificate nfd and level not determined).

2. Number of persons aged 20–24 year olds who state they have completed Year 12 or equivalent, or attained a formal qualification at Certificate III or above (excludes Certificate nfd and level not determined).

Denominator: Total population of persons aged 20–24 years.

Excludes people whose educational attainment is not stated (only applicable to Census data).

Data source

Numerator and denominator:
ABS Census of Population and Housing (Census). Data are available every five years.

Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national level.

This DQS applies to NEA 4 measures based on 2012 SEW data.

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.

Relevance

The SEW does not collect data from people in Indigenous communities in very remote areas.

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).

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 2012 survey were released in November 2012.

Accuracy

The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The 2012 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.

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 2012 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey.

The Australian Standard Classification of Education (ASCED) (cat. no. 1272.0) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared.

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 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 SEIFA can be found on the ABS website: www.abs.gov.au. In this cycle for tables using data from SEW, SEIFA IRSD is based on the 2006 Census.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia (cat. no. 6227.0). This measure is also released as part of a SEW detailed education data cube. Additional data are available at cost upon request through the National Information Referral Service (NIRS). Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW since 2001, most recently for 2011. The survey microdata have also been released through the Survey TableBuilder product, Microdata: Education and Work, Australia (cat. no. 6227.0.30.001).

Data quality statement — Indicator 5 — The proportion of young people participating in post-school education, training or employment. (Census)

Indicator

NEA 5 – The proportion of young people participating in post-school education, training or employment.

Measure (computation)

Young people (aged 17–24 years who are not attending school), who are fully engaged in post-school education, training and/or employment.

Numerator:
Number of persons aged 17–24 years who have left school and are fully-engaged in post-school education, training or employment.

Denominator:
Number of persons aged 17–24 years who are not attending school.

The Census measure excludes people whose Full-Time/Part-Time Student Status or Labour Force Status is not stated (or not determined) if they are not identified as fully engaged through the other variable.

Fully-engaged is defined as full-time post-school education or training, full-time employment, or a mixture of part-time/full-time post-school education or training and part-time/full-time employment.

Data source

Numerator and denominator:
ABS Census of Population and Housing (Census). Data are available every five years.

This DQS applies to NEA 5 measures based on 2006 and 2011 Census data.

Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national level. A separate DQS is provided for NEA 5 measures based on SEW data.

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.

Relevance

Census data are available by state/territory.

The Census collects information on the Full-Time/Part-Time Student Status, Type of Educational Institution Attending and Labour Force Status.

The Census form may be completed by one household member on behalf of others in the household. While this is a standard methodology, answers to some questions may occasionally differ from those that would have been supplied had each person completed the Census form themselves.

Timeliness The Census is conducted every five years in August.

Accuracy The 2011 Post Enumeration Survey, which is run a month after each Census is completed, found a net undercount for the Census of 1.7 per cent. This means over 98 per cent of all people in Australia on Census night were counted; this was an improvement of 1 per cent on the undercount from 2006.

The Census is self-enumerated, and respondents sometimes do not return a Census form or fail to answer every applicable question. Persons are imputed into dwellings for which no form was returned, together with some demographic characteristics for these people. These same demographic characteristics are imputed if not provided by respondents on a returned form. However, the majority of output classifications include a 'Not Stated' category to record the level of non-response for that data item.

This indicator uses three Census items:

- Full-Time/Part-Time Students Status (STUP)
- Type of Education Institution Attending (TYPP)
- Labour Force Status (LFSP)

The non-response rate for the variable STUP was 6.2 per cent in 2011 compared with 7.5 per cent in 2006. The non-response rates for STUP include a small proportion of people (0.2 per cent) who did not indicate whether they were students at the Full-Part Student Status question (question 24 on the Census Household Form) but went on to state TYPP (question 25). The non-response rate for TYPP for 2011 was 4.4 per cent compared with 4.5 per cent for 2006. The non-response rate for LFSP was 5.6 per cent (6.5 per cent in 2006). LFSP records a person's labour force status for the week prior to Census Night.

The Indigenous Status item is used to ascertain Indigenous status of persons. The non-response rate for this variable was 4.9 per cent (down from 5.7 per cent in 2006).

Cells may have been randomly adjusted to avoid the release of confidential data.

For further information see specific data quality statements and the non-response rate quality statement.

Coherence Both the numerator and denominator come from the Census.

The Census and all ABS surveys, including the Survey of Education and Work, use Australian standard classifications, where available and appropriate, to provide data comparability across collections.

The Survey of Education and Work (cat. no. 6227.0), the National Aboriginal and Torres Strait Islander Social Survey (cat no. 4714.0), and the National Aboriginal and Torres Strait Islander Health Survey (cat no. 4715.0) also provide information on current study and employment status for this indicator.

Interpretability The 2011 Census Dictionary (cat. no. 2901.0) is a comprehensive reference guide designed to assist users to determine and specify their data requirements, and to understand the concepts underlying the data. It

provides details of classifications used and a glossary of definitions of Census terms.

A number of other resources can be accessed from the Data quality page, including data quality statements for these data items and Fact sheets.

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 SEIFA can be found on the ABS website: www.abs.gov.au/Census.

Accessibility

An extensive range of Census online products are available from the Data & Analysis page. Additional data are available at cost upon request through the National Information Referral Service (NIRS).

Data quality statement — Indicator 5 — The proportion of young people participating in post-school education, training or employment. (SEW)

Indicator	NEA 5 – The proportion of young people participating in post-school education, training or employment.
Measure (computation)	Young people (aged 17–24 years who are not attending school) who are fully engaged in post-school education, training or employment. Numerator: Number of persons aged 17–24 years who are not in school level education and are fully-engaged in post-school education, training or employment. Denominator: Number of persons aged 17–24 years who are not in school level education. Fully-engaged is defined as full-time post-school education or training, full-time employment, or a mixture of part-time/full-time post-school education or training and part-time/full-time employment.
Data source	Numerator and denominator: ABS Census of Population and Housing (Census). Data are available every five years. Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national level. This DQS applies to NEA 5 measures based on SEW data.
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.
Relevance	The SEW does not collect data from people in Indigenous communities in very remote areas. 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 2012 survey were released in November 2012.
Accuracy	The 2012 SEW response rate was 95 per cent which constituted 39 500 completed interviews. The 2012 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. 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 2012 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey.

The Census of Population and Housing and the Survey of Learning and Work (4235.0) also provide information on current study and employment status for this indicator.

Interpretability

Information on how to interpret and use the data appropriately is available on the ABS website; see Explanatory Notes in Education and Work, Australia (cat. no. 6227.0).

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. In this cycle for tables using data from SEW, SEIFA IRSD is based on the 2006 Census.

Accessibility

The data for the SEW are available via the ABS website in the publication Education and Work, Australia (cat. no. 6227.0). This measure is also released as part of a SEW detailed education data cube.

Additional data are available at cost upon request through the National Information Referral Service (NIRS). Confidentialised Unit Record File (CURF) have been produced for every second cycle of the SEW since 2001, most recently 2011.

Data quality statement — Indicator 6(b) — Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9

Target/Outcome	Halve the gap in reading, writing and numeracy achievement for Indigenous children by 2018
Indicator	Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7 and 9
Measure (computation)	Measure (a) Proportion at or above the national minimum standard or mean scale score. 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 NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible 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 (b) Rates of participation in NAPLAN reading writing and numeracy tests. Numerator – number of assessed and exempt students in years 3, 5, 7 and 9, by Indigenous status. Denominator – total number of students (including those absent and withdrawn) in years 3, 5, 7 and 9 by Indigenous status.
Data source/s	Specify for each data item (for rate or proportion specify if different for numerator and denominator) including relevant catalogue number if available – 2012 NAPLAN.
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 2008. Data Compiler(s): Australian Council for Educational Research (ACER).
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 geo location by State and Territory Numerator/Denominator Source: The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER For Education indicators, are all types of schools, universities, technical colleges/TAFEs and correspondence schools included? Schools that sit NAPLAN tests. Have standard classifications been used? Yes
Timeliness	Collection interval/s: The NAPLAN tests are conducted annually. Data available: The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2012 which is anticipated to be released by ACARA on 18 December 2012 subject to the ministerial council's approval
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). Standard Errors: The standard errors have been used to calculate 95 per cent confidence intervals for all the data provided. Known Issues: Confidence intervals should be considered when ranking jurisdictions. The confidence intervals used to compare jurisdictions within a calendar year are not the same confidence intervals used to compare across calendar years. Year to year change: Caution should be exercised when using the data to measure small changes from year to year; 95 per cent confidence intervals have been provided to the Steering Committee. 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. '-' indicates '0'.
Coherence	Consistency over time: NAPLAN results are collected in a consistent manner annually. The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER The data are consistent with data supplied in previous reporting round. Jurisdiction estimate calculation: Yes.
Accessibility	Context: Yes, this is within the context of the NAPLAN testing and reporting environment. Other supporting information: FAQs at www.naplan.edu.au.
Interpretability	Data will be publicly available in PDF format at www.naplan.edu.au Data are not available prior to public access. Supplementary data are not available.

Data quality statement — Census

Institutional environment

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.**

Relevance

The Australian Census of Population and Housing is the official count of population and dwellings and collects details of age, sex and other characteristics of the population.

The Census aims to measure the number and key characteristics of people in Australia on Census Night. All people in Australia on Census Night are in scope, except foreign diplomats and their families. Visitors to Australia are counted regardless of how long they have been in the country or how long they plan to stay. Australian residents not in the country on Census Night are out of scope of the Census.

Topics collected by the Census change from time to time. There must be a demonstrated national need for Census data for policy development, planning and program monitoring. Details on the changing content of Censuses from 1911 to 2011 can be found in Appendix 4 of How Australia Takes a Census (cat. no. 2903.0). A copy of the 2011 Census Household Form is included in the Appendix to the *2011 Census Dictionary* (cat. no. 2901.0).

Minimal changes were made to the 2011 Census questions, however there were some major changes in some of the classifications used. The largest of these is the change around geographical units used to output Census data. The Australian Statistical Geography Standard (ASGS) will be used for the 2011 Census for the first time. Other revised classifications have been used for the coding of occupation, industry, cultural and ethnic groups, language, religion and countries. For more detail see the *2011 Census Dictionary* (cat. no. 2901.0) entry What's new for 2011?

Timeliness

The Census and Statistics Act 1905 requires the Australian Statistician to conduct a Census on a regular basis. Since 1961, a Census has been held every 5 years. The 2011 Census was the 16th national Census, and marked the centenary of national Censuses in Australia. It was held on 9 August 2011.

For the 2011 Census, first release data was available on the ABS website on 21 June 2012, and second release data on 30 October 2012 and third release data on 28 March 2013. Products are being released progressively until the end of 2013.

Accuracy

The ABS aims to produce high quality data from the Census. To achieve this, extensive effort is put into Census form design, collection procedures and processing. There are four principal sources of error in Census data which quality management aims to reduce as much as possible; they are respondent error, processing error, partial or non-response and undercount. For more detail, see *2011 Census Dictionary* (cat. no. 2901.0) entry Managing Census Quality.

The Census is self-enumerated, and respondents sometimes do not return a Census form or fail to answer every applicable question. Persons are imputed into dwellings for which no form was returned, together with some

demographic characteristics for these people. These same demographic characteristics are imputed if not provided by respondents on a returned form. However, the majority of output classifications include a 'Not Stated' category to record the level of non-response for that data item. Data quality statements are produced for each Census data item and include the non-response rate for each variable and a brief outline of any known data quality problems. These can be accessed through the Data quality statements. Fact sheets comparing non-response rates over the past two Censuses are also available, *see* Fact sheets.

Coherence

It is important for Census data to be comparable and compatible with previous Censuses and also with other data produced by the ABS and wider community. The ABS, and the Census, uses Australian standard classifications, where available and appropriate, to provide data comparability across statistical collections. These include, for example, standards for occupation and geographic areas. For more details regarding classifications used in the Census, see the *2011 Census Dictionary* (cat. no. 2901.0) entry About Census Classifications, and the relevant entries for each classification.

Interpretability

The Census provides a wealth of data about the Australian community through a suite of standard products and data customised for individual requirements. The *2011 Census Dictionary* (cat. no. 2901.0) is a comprehensive reference guide designed to assist users to determine and specify their data requirements, and to understand the concepts underlying the data. It provides details of classifications used and a glossary of definitions of Census terms.

A number of other resources can be accessed from the Data quality page, including Data quality statements, Non-response rates and Fact sheets.

Accessibility

An extensive range of online products are available on the Data & Analysis page.

If the Census information you require is not available as a standard product or service, then ABS Consultancy Services can help you with customised services to suit your needs. Contact **1300 135 070** from within Australia or **+61 2 9268 4909** from overseas for all your Census and other information needs. Alternatively, please email client.services@abs.gov.au.

Data quality statement — Survey of Education and Work (SEW)

Institutional environment

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.**

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 2012 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) was about 39 500. This sample was achieved by obtaining a response rate of 95 per cent from the selected households.

The Labour Force Survey is designed to primarily provide estimates for the whole of Australia and, second, 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 2012 SEW are consistent with those supplied from previous cycles of this survey.

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 2011 and 2012.

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 differences should have only a minor effect on comparisons over time.

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 <http://www.abs.gov.au>. For users who wish to undertake more detailed analysis of the survey data, the survey microdata will be released through the Survey TableBuilder product in 2013. For more details, refer to the Survey TableBuilder information, Microdata: Education and Work, Australia (cat. no. 6227.0.30.001).

Additional data are available at cost upon request through the National Information Referral Service (NIRS). 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[4]
ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum Assessment and Reporting Authority
ACER	Australian Council for Educational Research
ACT	Australian Capital Territory
AEEYSOC	Australian Education Early Childhood Development and Youth Affairs Senior Officials Committee
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

4 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).

IGA	Intergovernmental Agreement on Federal Financial Relations
IRSD	Index of Relative Socioeconomic Disadvantage
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 %age 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 are 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.