

# National Agreement Performance Information 2013

National Education  
Agreement

*Steering Committee  
for the Review of  
Government  
Service Provision*

April 2014

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

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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

30 April 2014

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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.



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# Steering Committee

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

Mr 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
Ms Janet Schorer	NSW	Department of Premier and Cabinet
Mr Rick Sondalini	NSW	Department of Treasury
Ms Katherine Whetton	VIC	Department of Premier and Cabinet
Mr Jeremy Nott	VIC	Department of Treasury and Finance
Mr Chris Chinn	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 Barry Thomas	WA	Department of Treasury
Mr Chris McGowan	SA	Department of the Premier and Cabinet
Ms Katrina Ball	SA	Department of Treasury and Finance
Ms Rebekah Burton	Tas	Department of Premier and Cabinet
Ms Nicole Masters	ACT	Chief Minister's Department
Mr Leigh Eldridge	NT	Department of the Chief Minister
Mr Bruce Michael	NT	NT Treasury
Mr Peter Harper		Australian Bureau of Statistics
Mr David Kalisch		Australian Institute of Health and Welfare

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

Mr Paul Cantrall	QLD	Department of Premier and Cabinet
Mr Coan Harvey	WA	Department of Treasury
Mr David Reynolds	SA	Department of Treasury and Finance
Ms Pam Davoren	ACT	Chief Minister's Department
Mr Geoffrey Rutledge	ACT	Chief Minister's Department
Mr Craig Graham	NT	Department of Treasury and Finance



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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. Reporting against the performance indicator framework in the revised NEA was implemented for the 2012 cycle of reporting (incorporating data for 2011).

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## **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].

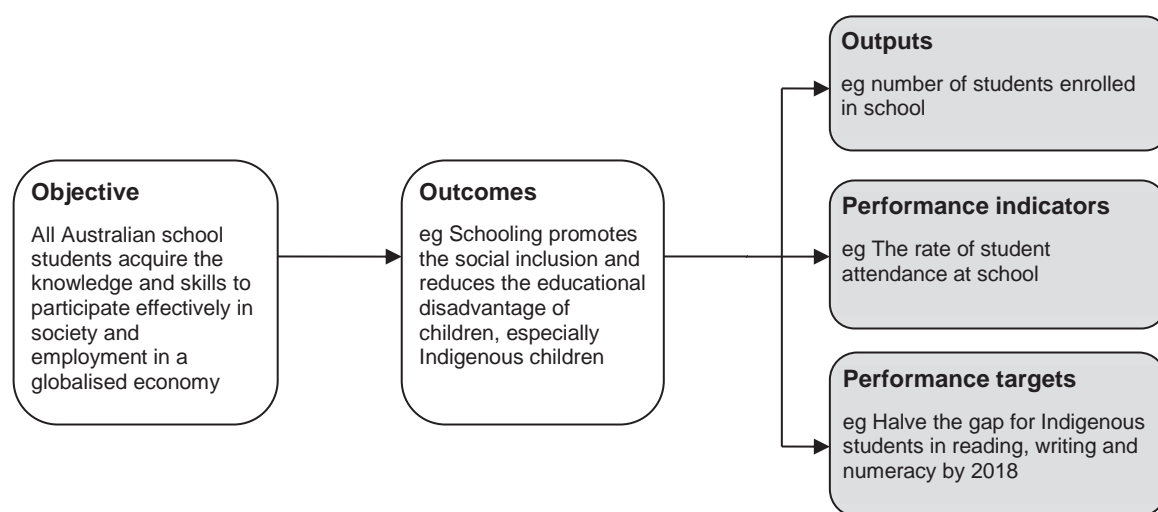
The Steering Committee has overall responsibility for collating the necessary NA performance data [IGA para. C9]. Reports from the Steering Committee to the CRC are required ideally in 3 months and no later than 6 months after the end of reporting period. Previous Steering Committee reports were provided by end-June (six months after the end of the reporting period). For this report, the CRC requested data by end April 2014 (four months after the end of the reporting period).

## **Performance reporting**

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<sup>a, b</sup>



<sup>a</sup> Shaded boxes indicate categories of performance information included in this report. <sup>b</sup> 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 sixth NEA report prepared by the Steering Committee. The previous four reports provided performance information for the previous NEA (COAG 2009b). This report and the 2012 report provide 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 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.

A separate National Agreement Performance Information 2012-13: Appendix (NA Appendix) provides general contextual information about each jurisdiction, to assist with interpretation of the performance data.

#### 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).

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

### **General comments**

- Previous Steering Committee reports were provided by end-June (six months after the end of the reporting period). For this report, the CRC requested data by end April 2014 (four months after the end of the reporting period).
- The Steering Committee notes that relevant confidence intervals should be considered when interpreting the National Assessment Program — Literacy and Numeracy (NAPLAN) data in this report (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 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 was a partial break in time series for NAPLAN data affecting: performance indicators 2 and 6 and performance target (c). Due to a change in the writing test in 2011, achievement in writing for 2011 onwards is not comparable with data for previous years.
- Under the previous NEA framework, data from the Survey of Education and Work (SEW) were reported by State and Territory. In accordance with the COAG review of the NEA performance framework, reporting of SEW is now at the national level only. The review agreed that Census data be used for State and Territory disaggregations. Census data for 2011 were provided in the 2012 performance report.
- Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables. This affects the following indicators: performance targets (a) and (b), and performance indicators 4 and 5. The Steering Committee recommends that further analysis be conducted to determine whether future reports should include the PUW population for these indicators.

### **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 by socioeconomic status (SES) of schools (one of the disaggregations specified in the NEA).

(Continued next page)

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Box 1 (continued)

**Performance targets**

- All four NEA performance targets 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 targets are at the national level and the main data source for targets (a) and (b) is the SEW. Following the COAG review of the NEA performance framework, the main data source for indicator 4 is the Census (which allows disaggregation by State and Territory). SEW is a supplementary data source for the performance indicator.

**Performance Indicators**

- All five NEA performance indicators and three related indicators from the NIRA can be reported against.

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## 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.

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**

<i>Change</i>	<i>Indicator</i>
Additional disaggregation reported for remoteness	NEA [NIRA] indicator 8



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## Context for National Education Agreement performance reporting

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

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

### 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.

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The Standing Council on School Education and Early Childhood (SCSEEC)<sup>1</sup> — comprising Australian, State and Territory, and New Zealand education ministers — is the principal forum for identifying priority issues of national significance for schooling.

## 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 2013, the compulsory starting age for school education in states and territories was:

- 5 years of age (Tasmania and WA<sup>2</sup>)
- 6 years of age (NSW, Victoria, Queensland, 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:

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

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<sup>1</sup> COAG met in December 2013 and agreed to new Council arrangements, including the establishment of an Education Council. The Standing Council on School Education and Early Childhood (SCSEEC) will transition to the new arrangements throughout 2014. The Standing Council on School Education and Early Childhood (SCSEEC) is the Ministerial forum for 2013.

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).

<sup>2</sup> The compulsory starting age for WA changed from 6 to 5 years of age starting from 2013.

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- 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 access to quality early childhood education can assist children's school performance, and can be particularly important for children from disadvantaged backgrounds (Baxter and Hand 2013; Urbis Social Policy 2011; Warren and Haisken-DeNew 2013). Children without quality 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; Urbis Social Policy 2011; UNESCO 2014).

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 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 triennial national report stated that in 2012, the majority of children are doing well on each of the five AEDI developmental domains (DEEWR 2013). Across Australia, a lower proportion of children were developmentally vulnerable (below the 10th percentile) in 2012 (22.0 per cent) compared with

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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 countries/economies and administered to 15 year olds in schools across 65 countries/economies (including Australia), have shown that socioeconomic background and performance are closely related (OECD 2013). In 2012, socioeconomic background accounted for about 12 per cent of variance in PISA mathematical literacy scores in Australia (Thomson, De Bortoli and Buckley 2013). Other evidence suggests that home factors, such as parental support for education, engagement with children's learning and cultural assets (like books), are associated with stronger school performance (Emmerson et al. 2012; Field, Kuczera and Pont 2007).

Hattie (2009) synthesised more than 800 meta-analyses about the influences on achievement of school aged children. He noted that achievement is mainly influenced by the student, home factors, the school, the curriculum, the teacher, and teaching strategies. Hattie (1999, 2003) also quantified 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.

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## *Schools*

At the beginning of August 2013, there were 9393 schools in Australia (6256 primary schools, 1385 secondary schools, 1321 combined primary and secondary schools and 431 special schools). The majority of schools (70.9 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. Nationally in 2013, 40.5 per cent of primary schools enrolled over 300 students, and 63.0 per cent of secondary schools enrolled over 600 students (table 2). A breakdown by jurisdiction of primary and secondary schools by size for government, non-government and all schools is available in *Schools Australia, 2013* (ABS 2014). Revised 2012 and 2011 data on the proportion of primary schools enrolling over 300 students, and secondary schools enrolling over 600 students, are available in attachment table NEA.c.2.

Evidence of the effect of school size alone on Australian 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. Other studies have examined the impact of school size on the 2008 and 2009 National Assessment Program — Literacy and Numeracy (NAPLAN) results. Miller and Voon (2012) found significant, though modest, increases in scores across numeracy and grammar, as school size increased. In another study, Watterston (2010) conducted a review in the ACT and found that year 3 and year 5 students in medium and large primary schools performed significantly better than those in small schools. However, this 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 for the Queensland Department of Education, Training and the Arts reported on the concept of ‘density of advantage/disadvantage’ — that is, where the critical mass is positive (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) (Eidos 2008).

Table 2 **Summary of school characteristics, August 2013<sup>a</sup>**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools (no.)									
Primary	1 618	1 130	920	517	368	131	55	63	4 802
Secondary	370	239	182	97	66	38	18	15	1 025
Combined <sup>b</sup>	66	79	90	90	75	25	9	71	505
Special schools <sup>c</sup>	110	78	46	64	18	4	4	5	329
<b>Total</b>	<b>2 164</b>	<b>1 526</b>	<b>1 238</b>	<b>768</b>	<b>527</b>	<b>198</b>	<b>86</b>	<b>154</b>	<b>6 661</b>
Non-government schools (no.)									
Primary	489	422	230	149	100	28	25	11	1 454
Secondary	145	97	73	7	19	5	5	9	360
Combined <sup>b</sup>	238	154	158	132	73	31	13	17	816
Special schools <sup>c</sup>	45	20	20	11	3	1	1	1	102
<b>Total</b>	<b>917</b>	<b>693</b>	<b>481</b>	<b>299</b>	<b>195</b>	<b>65</b>	<b>44</b>	<b>38</b>	<b>2 732</b>
All schools (no.)									
Primary	2 107	1 552	1 150	666	468	159	80	74	6 256
Secondary	515	336	255	104	85	43	23	24	1 385
Combined <sup>b</sup>	304	233	248	222	148	56	22	88	1 321
Special schools <sup>c</sup>	155	98	66	75	21	5	5	6	431
<b>Total</b>	<b>3 081</b>	<b>2 219</b>	<b>1 719</b>	<b>1 067</b>	<b>722</b>	<b>263</b>	<b>130</b>	<b>192</b>	<b>9 393</b>
Proportion of schools that are government schools (per cent)									
Primary	76.8	72.8	80.0	77.6	78.6	82.4	68.8	85.1	76.8
Secondary	71.8	71.1	71.4	93.3	77.6	88.4	78.3	62.5	74.0
Combined <sup>b</sup>	21.7	33.9	36.3	40.5	50.7	44.6	40.9	80.7	38.2
Special schools <sup>c</sup>	71.0	79.6	69.7	85.3	85.7	80.0	80.0	83.3	76.3
<b>All schools</b>	<b>70.2</b>	<b>68.8</b>	<b>72.0</b>	<b>72.0</b>	<b>73.0</b>	<b>75.3</b>	<b>66.2</b>	<b>80.2</b>	<b>70.9</b>
Proportion of schools that are primary schools in each sector (per cent)									
Government	74.8	74.0	74.3	67.3	69.8	66.2	64.0	40.9	72.1
Non-government	53.3	60.9	47.8	49.8	51.3	43.1	56.8	28.9	53.2
<b>All schools</b>	<b>68.4</b>	<b>69.9</b>	<b>66.9</b>	<b>62.4</b>	<b>64.8</b>	<b>60.5</b>	<b>61.5</b>	<b>38.5</b>	<b>66.6</b>
Proportion of primary schools enrolling over 300 students (per cent) <sup>d</sup>									
Government	39.1	38.3	44.7	52.2	36.7	26.7	52.7	34.9	41.0
Non-government	41.3	33.9	52.6	31.5	34.0	17.9	48.0	9.1	38.9
<b>All schools</b>	<b>39.6</b>	<b>37.1</b>	<b>46.3</b>	<b>47.6</b>	<b>36.1</b>	<b>25.2</b>	<b>51.3</b>	<b>31.1</b>	<b>40.5</b>
Proportion of secondary schools enrolling over 600 students (per cent) <sup>d</sup>									
Government	68.6	61.9	65.9	53.6	56.1	44.7	61.1	40.0	62.9
Non-government	69.0	72.2	50.7	28.6	42.1	80.0	100.0	11.1	63.1
<b>All schools</b>	<b>68.7</b>	<b>64.9</b>	<b>61.6</b>	<b>51.9</b>	<b>52.9</b>	<b>48.8</b>	<b>69.6</b>	<b>29.2</b>	<b>63.0</b>

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

Source: ABS (2014 and unpublished) *Schools Australia 2013*, Cat. no. 4221.0, data cube NSSC T35a.



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## NEA outputs

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

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

Data for the NEA outputs for the current reporting year (2013) 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*

Full time equivalent (FTE) student enrolments in primary and secondary schools for 2013 are in table 3. Student enrolments include enrolled students studying VET in schools.

Comparability across states and territories may be affected by administrative differences, differences in the organisation of grades, policy on student intake and advancement, and flows from secondary to vocational education (ABS 2014). In addition, the ACT is impacted by cross border use of services, in particular by NSW students attending ACT schools (ACT Government employee, email advice, 23 June 2009).

**Table 3      Total FTE student enrolments by level of education, 2013 ('000)<sup>a</sup>**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Primary schools	647.2	490.1	473.3	251.0	160.5	43.6	34.0	24.2	2 123.9
Secondary schools	507.0	392.6	291.0	134.7	101.9	36.8	29.3	16.2	1 509.6
<b>All schools</b>	<b>1 154.2</b>	<b>882.7</b>	<b>764.3</b>	<b>385.7</b>	<b>262.3</b>	<b>80.4</b>	<b>63.3</b>	<b>40.5</b>	<b>3 633.4</b>

<sup>a</sup> 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 (2014) *Schools, Australia, 2013*, Cat. no. 4221.0, data cube NSSC T43a; table NEA.c.3.

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

FTE student enrolments in government and non-government schools for 2013 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, 2013<sup>a, b, c</sup>**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of FTE students enrolled in government schools ('000)									
Primary schools	448.8	330.5	331.2	175.8	106.2	31.8	20.6	18.9	1 463.7
Secondary schools	306.6	224.3	178.5	78.1	61.4	24.7	15.8	10.6	900.0
<b>All schools</b>	<b>755.3</b>	<b>554.8</b>	<b>509.7</b>	<b>254.0</b>	<b>167.6</b>	<b>56.5</b>	<b>36.4</b>	<b>29.4</b>	<b>2 363.7</b>
Number of FTE students enrolled in non-government schools ('000)									
Primary schools	198.4	159.6	142.1	75.2	54.3	11.8	13.4	5.4	660.2
Secondary schools	200.4	168.3	112.5	56.6	40.4	12.1	13.5	5.7	609.6
<b>All schools</b>	<b>398.8</b>	<b>327.9</b>	<b>254.6</b>	<b>131.8</b>	<b>94.7</b>	<b>23.9</b>	<b>26.9</b>	<b>11.0</b>	<b>1 269.8</b>
Proportion of FTE students who were enrolled in government schools (per cent)									
Primary schools	69.3	67.4	70.0	70.0	66.2	73.0	60.6	77.8	68.9
Secondary schools	60.5	57.1	61.3	58.0	60.3	67.1	53.8	65.2	59.6
<b>All schools</b>	<b>65.4</b>	<b>62.9</b>	<b>66.7</b>	<b>65.8</b>	<b>63.9</b>	<b>70.3</b>	<b>57.4</b>	<b>72.7</b>	<b>65.1</b>

<sup>a</sup> Students enrolled in special schools are included, with special school students of primary school age and/or year level included in the primary figures and those of secondary school age and/or year level included in the secondary figures. <sup>b</sup> Results of other calculations using the source data may vary from the table due to rounding differences. <sup>c</sup> Sum of components may not add to totals due to rounding.

Source: ABS (2014 and unpublished) *Schools Australia*, 2013, Cat. no. 4221.0; table NEA.c.3.

### *Numbers 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) (Naidu, Stanwick, and Frazer 2013).

The most recent data on the number of students enrolled in VET in schools are for the 2012 school year (table 5).

**Table 5 Total VET in Schools students, 2012 ('000)<sup>a, b</sup>**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number	61.8	49.8	89.9	24.9	12.2	7.3	4.9	1.8	252.6

<sup>a</sup> Data in this table may not be comparable to data for previous years due to compilation issues. <sup>b</sup> 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 2013, *Australian vocational education and training statistics: VET in Schools 2012 data tables Australia*, NCVER Adelaide.



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### *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 disability
- geographically remote students (see SCRGSP [2014] chapter 4).

This section provides contextual information on the proportions of Indigenous students, LBOTE students, students with disability and students who are geographically remote in each jurisdiction. Nationally consistent definitions have been agreed for all categories except students with disability, where agreement has been reached to work towards a nationally consistent collection of data by 2015.

Data are not currently available on all Australian *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 2013).

### *Indigenous students*

The most recent data on the number of Indigenous students enrolled in school are for the 2013 school year (table 6).

**Table 6      Number and proportion of Indigenous students enrolled in school, by school sector, 2013<sup>a, b, c</sup>**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of Indigenous students enrolled in school ('000)									
Government schools	49.2	10.4	45.2	20.7	9.4	4.9	1.2	13.1	154.1
Non-government schools	8.6	1.7	8.6	3.9	1.2	1.0	0.4	3.2	28.6
<b>All schools</b>	<b>57.7</b>	<b>12.1</b>	<b>53.8</b>	<b>24.6</b>	<b>10.6</b>	<b>5.9</b>	<b>1.6</b>	<b>16.3</b>	<b>182.6</b>
Proportion of students enrolled in school who are Indigenous (per cent)									
Government schools	6.5	1.9	8.9	8.2	5.7	8.8	3.3	44.7	6.5
Non-government schools	2.1	0.5	3.4	3.0	1.3	4.2	1.4	29.0	2.3
<b>All schools</b>	<b>5.0</b>	<b>1.4</b>	<b>7.1</b>	<b>6.4</b>	<b>4.1</b>	<b>7.4</b>	<b>2.5</b>	<b>40.4</b>	<b>5.0</b>

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

<sup>b</sup> Disaggregations by Indigenous status are only available for Indigenous students and All students. The extent of Indigenous status being 'not stated' is unknown. Therefore, the potential impact of 'not stated' Indigenous status on overall counts cannot be determined. <sup>c</sup> Sum of components may not add to totals due to rounding.

Source: ABS (2014) *Schools Australia, 2013*, Cat. no. 4221.0; table NEA.c.4.

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### *LBOTE students*

The most recent available data on LBOTE students are from the 2011 Census of Population and Housing (Census) and were included in the previous NEA performance report. Data from the 2006 Census are available in the baseline NEA performance report (CRC 2009). The next available data will be from the 2016 Census.

### *Students with disability*

Students with disability may be educated in mainstream or special schools. Students with disability 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, the Australian Government and all State and Territory governments agreed to work towards the full implementation of a nationally consistent collection of data on school students with disability by 2015. It is anticipated that these data will be available for reporting from 2016.

Data for students with disability are supplied by the Australian Government Department of Education (DoE). The most recent available data for students with disability are for the 2012 school year (table 7).

Table 7      **Funded full time equivalent students with disability as a proportion of total full time students, 2012 (per cent)<sup>a, b</sup>**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools	6.3	6.2	5.3	4.8	9.2	5.6	5.2	5.3	6.1
Non-government schools	4.2	3.5	2.7	2.5	3.7	3.0	2.3	4.3	3.4
<b>All schools</b>	<b>5.6</b>	<b>5.2</b>	<b>4.5</b>	<b>4.0</b>	<b>7.2</b>	<b>4.8</b>	<b>3.9</b>	<b>5.0</b>	<b>5.1</b>

<sup>a</sup> To be an eligible student with disabilities, the student (among other things) must satisfy the criteria for enrolment in special education services or special education programs provided by the government of the State or Territory in which the student resides. Data should be used with caution as these criteria vary across jurisdictions, for example, SA data include a large number of students in the communication and language impairment category. This subset of students is not counted by other States/Territories as funded students with disability. Other States/Territories fund these students with other specific programs. <sup>b</sup> Excludes Full Fee Paying Overseas students from both the government and non-government sectors as well students on Christmas and Cocos Islands.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; Australian Government Department of Education (unpublished).

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### *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.<sup>3</sup>

The most recent available data for students by geolocation is for the 2012 school year (table 8).

**Table 8      Students attending schools in remote and very remote areas as a proportion of all students, 2012 (per cent)<sup>a, b, c, d</sup>**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote areas									
Government schools	0.5	0.1	2.0	5.5	3.5	0.8	..	17.0	1.7
Non-government schools	0.2	–	0.8	1.9	1.4	0.4	..	29.0	0.8
<b>All schools</b>	<b>0.4</b>	<b>0.1</b>	<b>1.6</b>	<b>4.3</b>	<b>2.8</b>	<b>0.7</b>	<b>..</b>	<b>20.0</b>	<b>1.4</b>
Very remote areas									
Government schools	0.1	..	1.5	3.0	1.2	0.4	..	29.1	1.0
Non-government schools	0.1	..	0.3	1.2	0.1	–	..	12.5	0.3
<b>All schools</b>	<b>0.1</b>	<b>..</b>	<b>1.0</b>	<b>2.4</b>	<b>0.8</b>	<b>0.3</b>	<b>..</b>	<b>24.7</b>	<b>0.9</b>

<sup>a</sup> Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification.

<sup>b</sup> 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. <sup>c</sup> Full Time Equivalent students. <sup>d</sup> 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: Australian Government Department of Education (unpublished).

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

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## Performance targets

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

- 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.

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## 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 target is unchanged from the previous NEA performance report
Outcome:	Young people make a successful transition from school to work and further study
Measure:	<p>Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Certificate Level II or above</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> — number of 20–24 year olds who self-identify as having attained a year 12 or AQF Certificate Level II or above (includes Certificate I/II nfd; excludes Certificate nfd)</li><li>• <i>denominator</i> — number of 20–24 year olds in the population and is expressed as a <i>percentage</i></li></ul> <p>Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level II and are therefore excluded from the numerator</p> <p>People whose level of study cannot be determined are assumed to have attained below Certificate II and are therefore excluded from the numerator</p> <p>Excludes people whose educational attainment is not stated from the numerator and denominator (applicable only to Census data)</p> <p>SEW Data: Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables.</p>
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:	<p>(<i>Main</i>) <u>Survey of Education and Work (SEW)</u>. Data are available annually</p> <p>(<i>Supplementary</i>) <u>Census of Population and Housing (Census)</u>. Data are available every five years</p>
Data provider:	ABS
Data availability:	SEW — 2013
Baseline:	2007
Cross tabulations provided:	National

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## Box 2      **Results**

For this report, new data for this indicator are available for 2013.

- National 2013 SEW data are presented in table NEA.4.1.

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 historical SEW data, 2012 results are available in the 2012 NEA performance report, results for 2011 are available in the 2011 NEA performance report, 2010 results are available in the 2010 NEA performance report, and 2009 and 2008 results are available in the 2009 NEA performance report.

For historical Census data, 2011 results are available in the 2012 NEA performance report and 2006 results in the 2009 NEA performance report.

### *Attachment tables*

<b>Table NEA.4.1</b>	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 2013
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## 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). The target is at the national level and the SEW is the main data source. Following the COAG review of the NEA performance framework, the Census (which allows disaggregation by State and Territory) is the main data source for the related performance indicator. (The SEW is a supplementary data source for the performance indicator.)

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

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## 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 unchanged from the previous NEA performance report
Outcome:	Young people make a successful transition from school to work and further study
Measure:	<p>Proportion of the 20–24 year old population having attained at least a Year 12 or equivalent or AQF Certificate Level III or above.</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> — number of 20–24 year olds who self-identify as having attained a year 12 or AQF Certificate Level III or above (excludes Certificate nfd)</li><li>• <i>denominator</i> — number of 20–24 year olds in the population and is expressed as a <i>percentage</i></li></ul> <p>Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level III and are therefore excluded from the numerator</p> <p>People whose level of study cannot be determined are assumed to have attained below Certificate III and are therefore excluded from the numerator</p> <p>Excludes people whose educational attainment is not stated from the numerator and denominator (applicable only to Census data)</p> <p>SEW Data: Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables.</p>
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:	<p>(Main) <u>Survey of Education and Work (SEW)</u>. Data are available annually</p> <p>(Supplementary) <u>Census of Population and Housing (Census)</u>. Data are available every five years</p>
Data provider:	ABS
Data availability:	SEW — 2013
Baseline:	2007
Cross tabulations provided:	National

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**Box 4      Results**

For this report, new data for this indicator are available for 2013.

- National 2013 SEW data are presented in table NEA.4.3.

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.

For historical SEW data, 2012 results are available in the 2012 NEA performance report, 2011 results are available in the 2011 NEA performance report, 2010 results are available in the 2010 NEA performance report, and 2009 and 2008 results are available in the 2009 NEA performance report.

For historical Census data, results for 2011 are available in the 2012 NEA performance report and results for 2006 are available in the 2009 NEA performance report.

**Attachment tables**

<b>Table NEA.4.3</b>	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, 2013
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**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). The target is at the national level and the SEW is the main data source. Following the COAG review of the NEA performance framework, the Census (which allows disaggregation by State and Territory) is the main data source for the related performance indicator. (The SEW is a supplementary data source for the performance indicator.) Details are included in the comment on data quality for NEA Indicator 4.



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## 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 unchanged from the previous NEA performance report
Outcome:	Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
Measure:	<p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• proportion of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7 and 9, by Indigenous status</li></ul> <p>Note: NAPLAN reports the percentage of students who achieved at or above the national minimum standard. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) are agreed by states, territories and the Commonwealth and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose</p>
Related performance indicator/s:	NEA PI 2: Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
Data source:	<u>National Assessment Program — Literacy and Numeracy (NAPLAN)</u> . Data are available annually
Data provider:	ACARA
Data availability:	2013
Baseline:	2008
Cross tabulations provided:	<p>For each year level (3, 5, 7 and 9 — reported individually) by learning domain (reading, writing and numeracy — reported individually), State and Territory by:</p> <ul style="list-style-type: none"><li>• Indigenous status</li></ul>

## Box 6      **Results**

For this report, new data for this indicator are available for 2013.

- 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 2012 are available in the 2012 NEA performance report. 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*

<b>Table NEA.2.1</b>	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, 2013 (per cent)
<b>Table NEA.2.2</b>	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, 2013 (per cent)
<b>Table NEA.2.3</b>	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, 2013 (per cent)
<b>Table NEA.2.4</b>	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, 2013 (per cent)
<b>Table NEA.2.5</b>	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, 2013 (per cent)
<b>Table NEA.2.6</b>	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, 2013 (per cent)
<b>Table NEA.2.7</b>	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, 2013 (per cent)
<b>Table NEA.2.8</b>	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, 2013 (per cent)
<b>Table NEA.2.9</b>	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, 2013 (per cent)
<b>Table NEA.2.10</b>	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, 2013 (per cent)

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<b>Table NEA.2.11</b>	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, 2013 (per cent)
<b>Table NEA.2.12</b>	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, 2013 (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 unchanged from the previous NEA performance report
Outcomes:	<p>Young people make a successful transition from school to work and further study</p> <p>Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children</p>
Measure:	<p>Proportion of 20–24 year olds having attained at least a year 12 or equivalent or AQF Certificate Level II, by Indigenous status</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"> <li>• <i>numerator</i> — number of 20–24 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</li> <li>• <i>denominator</i> — number of 20–24 year olds in the population, by Indigenous status</li> </ul> <p>and is expressed as a <i>percentage</i></p> <p>Persons whose level of study is determined to be certificate level but is not able to be further defined (ie, Certificate nfd) are assumed to have attained below Certificate level II and are therefore excluded from the numerator</p> <p>People whose level of study cannot be determined are assumed to have attained below Certificate II and are therefore excluded from the numerator</p> <p>Excludes people whose educational attainment is not stated (only applicable to Census data)</p>
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:	<p>(Main) <u>Census of Population and Housing</u> (Census). Data are available every 5 years</p> <p>(Supplementary Indigenous) <u>National Aboriginal and Torres Strait Islander Social Survey</u> (NATSISS) and <u>National Aboriginal and Torres Strait Islander Health Survey</u> (NATSIHS) component of the <u>Australian Aboriginal and Torres Strait Islander Health Survey</u> (AATSIHS). Data are available on an alternating 3-yearly cycle</p> <p>(Supplementary non-Indigenous) <u>Survey of Education and Work</u> (SEW)</p>
Data provider:	ABS
Data availability:	<p>2012-13 (Indigenous) — NATSIHS component of the AATSIHS</p> <p>2012 (non-Indigenous) — SEW</p>

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**Box 8      Results**

For this report, new data for this indicator are available for 2012-13 (NATSIHS) and 2012 (SEW).

- Data are presented nationally by Indigenous status in table NEA.4.2.

2011 Census data are available in the 2012 NEA performance report. Baseline data from the 2006 Census are available in the 2008 NEA performance report.

**Attachment tables**

<b>Table NEA.4.2</b>	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 Indigenous status, 2012-13
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**Box 9      Comment on data quality**

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

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## Performance indicators

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

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

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

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

<i>Performance indicator</i>	<i>Page number in this report</i>
1. The rate of student attendance at school.	30
2. Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.	33
3. The proportion of students in the bottom and top levels of performance in international testing.	39
4. The proportion of young people who have attained at least a year 12 or equivalent or AQF Certificate Level II/III or above.	43
5. The proportion of young people participating in post-school education, training or employment.	48

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

<i>Performance indicator</i>	<i>Page number in this report</i>
6. Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9.	51
7. Attendance rates, Year 1 to Year 10.	56
8. Attainment of year 12 or equivalent.	58

<sup>a</sup> 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.

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## Performance indicator 1: The rate of student attendance at school

Key amendments from previous cycle of reporting:	This indicator is unchanged from the previous NEA performance report
Outcomes:	<p>All children are engaged in and benefiting from schooling</p> <p>Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children</p>
Measures:	<p>There are two measures for this indicator:</p> <p>Measure 1(a): Attendance rates for students enrolled in years 1–10</p> <p>Measure 1(b): Attendance rates for Indigenous and low SES students enrolled in years 1–10</p>
Measure 1(a):	<p>Attendance rates for students enrolled in years 1–10</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> — aggregate number of actual days in attendance in the collection period, for children in years 1–10 (children enrolled full time only)</li><li>• <i>denominator</i> — aggregate number of possible days for attendance in the collection period, for children in years 1–10 (children enrolled full time only)</li></ul> <p>and is expressed as a <i>rate per 100 days</i></p>
Measure 1(b):	<p>Attendance rates for Indigenous and low SES students enrolled in years 1–10</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> — aggregate number of actual days in attendance in the collection period, for children in years 1–10 (children enrolled full time only), by Indigenous status</li><li>• <i>denominator</i> — aggregate number of possible days for attendance in the collection period, for children in years 1–10 (children enrolled full time only), by Indigenous status</li></ul> <p>and is expressed as a <i>rate per 100 days</i></p>
Data source:	<u>National Schools Attendance Collection (NSAC)</u> . Data are available annually.
Data provider:	ACARA
Data availability:	2013
Cross tabulations provided:	<p>Measure 1(a): State and Territory, by school sector, by year level, by</p> <ul style="list-style-type: none"><li>• sex</li></ul> <p>Measure 1(b): State and Territory, by school sector, by year level, by</p> <ul style="list-style-type: none"><li>• Indigenous status</li></ul>



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## Box 10      **Results**

For this report, new data for this indicator are available for 2013.

- 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 2012 can be found in the 2012 NEA performance report. Data for 2011 are available in the 2011 NEA performance report. Data for 2010, 2009 and 2008 are available in the 2010 NEA performance report. Data for 2007 are available from the 2009 NEA performance report.

### *Attachment tables*

<b>Table NEA.1.1</b>	Student attendance rates, government schools, by sex, 2013 (per cent)
<b>Table NEA.1.2</b>	Student attendance rates, independent schools, by sex, 2013 (per cent)
<b>Table NEA.1.3</b>	Student attendance rates, Catholic schools, by sex, 2013 (per cent)
<b>Table NEA.1.4</b>	Student attendance rates, government schools, by Indigenous status, 2013 (per cent)
<b>Table NEA.1.5</b>	Student attendance rates, independent schools, by Indigenous status, 2013 (per cent)
<b>Table NEA.1.6</b>	Student attendance rates, Catholic schools, by Indigenous status, 2013 (per cent)

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**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 of 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 National Standards for Student Attendance Data Reporting (National Standards) which were endorsed by SCSEEC in December 2012. It is anticipated that data from all jurisdictions except NSW will be available for reporting according to the new standards from 2015. Data from NSW is expected to be available from 2016.
- Some jurisdictions do not separately report attendance rates for ungraded students, which may affect the interpretation of year level data.

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## Performance 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 unchanged from the previous NEA performance report
Outcomes:	<p>Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving</p> <p>Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children</p>
Measures:	<p>There are four measures for this indicator:</p> <p>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)</p> <p>Measure 2(b): NAPLAN mean scale scores for students (for reading, writing and numeracy, in years 3, 5, 7 and 9)</p> <p>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)</p> <p>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)</p> <p>NAPLAN reports the percentage of students who achieved at or above the national minimum standard. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) are agreed by states, territories and the Commonwealth and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose</p>
Data source:	<u>National Assessment Program – Literacy and Numeracy (NAPLAN).</u> Data are available annually
Data provider:	ACARA
Data availability:	2013

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 and parental occupation

## Box 12      **Results**

For this report, new data for this indicator are available for 2013.

- 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 2012 can be found in the 2012 NEA performance report. 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*

<b>Table NEA.2.1</b>	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, 2013 (per cent)
<b>Table NEA.2.2</b>	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, 2013 (per cent)
<b>Table NEA.2.3</b>	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, 2013 (per cent)

<b>Table NEA.2.4</b>	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, 2013 (per cent)
<b>Table NEA.2.5</b>	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, 2013 (per cent)
<b>Table NEA.2.6</b>	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, 2013 (per cent)
<b>Table NEA.2.7</b>	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, 2013 (per cent)
<b>Table NEA.2.8</b>	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, 2013 (per cent)
<b>Table NEA.2.9</b>	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, 2013 (per cent)
<b>Table NEA.2.10</b>	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, 2013 (per cent)
<b>Table NEA.2.11</b>	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, 2013 (per cent)
<b>Table NEA.2.12</b>	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, 2013 (per cent)
<b>Table NEA.2.13</b>	Proportion of year 3 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent)
<b>Table NEA.2.14</b>	Proportion of year 3 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2013 (per cent)
<b>Table NEA.2.15</b>	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent)
<b>Table NEA.2.16</b>	Proportion of year 5 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent)
<b>Table NEA.2.17</b>	Proportion of year 5 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2013 (per cent)
<b>Table NEA.2.18</b>	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent)
<b>Table NEA.2.19</b>	Proportion of year 7 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent)
<b>Table NEA.2.20</b>	Proportion of year 7 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2013 (per cent)
<b>Table NEA.2.21</b>	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent)

<b>Table NEA.2.22</b>	Proportion of year 9 students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2013 (per cent)
<b>Table NEA.2.23</b>	Proportion of year 9 students who achieved at or above the national minimum standard for writing, by State and Territory, by parental education and parental occupation, 2013 (per cent)
<b>Table NEA.2.24</b>	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2013 (per cent)
<b>Table NEA.2.25</b>	NAPLAN mean scale scores for reading year 3 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.26</b>	NAPLAN mean scale scores for writing year 3 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.27</b>	NAPLAN mean scale scores for numeracy, year 3 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.28</b>	NAPLAN mean scale scores for reading, year 5 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.29</b>	NAPLAN mean scale scores for writing, year 5 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.30</b>	NAPLAN mean scale scores for numeracy, year 5 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.31</b>	NAPLAN mean scale scores for reading, year 7 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.32</b>	NAPLAN mean scale scores for writing, year 7 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.33</b>	NAPLAN mean scale scores for numeracy, year 7 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.34</b>	NAPLAN mean scale scores for reading, year 9 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.35</b>	NAPLAN mean scale scores for writing, year 9 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.36</b>	NAPLAN mean scale scores for numeracy, year 9 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score)
<b>Table NEA.2.37</b>	NAPLAN mean scale scores for reading, year 3 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)
<b>Table NEA.2.38</b>	NAPLAN mean scale scores for writing, year 3 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)
<b>Table NEA.2.39</b>	NAPLAN mean scale scores for numeracy, year 3 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)
<b>Table NEA.2.40</b>	NAPLAN mean scale scores for reading, year 5 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)
<b>Table NEA.2.41</b>	NAPLAN mean scale scores for writing, year 5 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)

<b>Table NEA.2.42</b>	NAPLAN mean scale scores for numeracy, year 5 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)
<b>Table NEA.2.43</b>	NAPLAN mean scale scores for reading, year 7 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)
<b>Table NEA.2.44</b>	NAPLAN mean scale scores for writing, year 7 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)
<b>Table NEA.2.45</b>	NAPLAN mean scale scores for numeracy, year 7 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)
<b>Table NEA.2.46</b>	NAPLAN mean scale scores for reading, year 9 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)
<b>Table NEA.2.47</b>	NAPLAN mean scale scores for writing, year 9 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)
<b>Table NEA.2.48</b>	NAPLAN mean scale scores for numeracy, year 9 students, by State and Territory, by parental education and parental occupation, 2013 (scale score)
<b>Table NEA.2.49</b>	Proportion of students with parental education and parental occupation not stated, by State and Territory, by year level, by learning domain, 2013 (per cent)

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### 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 years 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 on the proportions of students who were exempt, absent and withdrawn are available in tables NIRA.6(b).5–7 in this report.
- Data are sourced from NAPLAN (for assessed students) and from student enrolment records (for exempt, absent and withdrawn students).
- 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 for 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 analyses of NAPLAN data.



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### Performance 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 unchanged from the previous NEA performance report
Outcome:	Australian students excel by international standards
Measures:	<p>There are two measures for this indicator:</p> <p>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</p> <p>Measure 3(b): Proportion of students in <u>top</u> and <u>bottom</u> levels of performance for each of reading literacy, mathematical literacy and scientific literacy</p>
Measure 3(a):	<p>Proportion of students that achieved at or above the nationally agreed proficiency level for each of reading literacy, mathematical literacy and scientific literacy</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> — number of students who achieved at or above the nationally agreed proficiency level (Level 3 for PISA, 'Intermediate international benchmark' for TIMSS and PIRLS) for each of reading literacy, mathematical literacy and scientific literacy</li><li>• <i>denominator</i> — total population of all students (15 year old students participating in PISA, year 4 and year 8 students participating in TIMSS and year 4 students participating in PIRLS)</li></ul> <p>and is expressed as a <i>percentage</i></p>
Measure 3(b):	<p>Proportion of students in <u>top</u> and <u>bottom</u> levels of performance for each of reading literacy, mathematical literacy and scientific literacy</p> <p>The measure for the top level for PISA is defined as:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> — number of students who achieved at level 5 and level 6 on each of reading literacy, mathematical literacy and scientific literacy</li><li>• <i>denominator</i> — total population of all students (15 year old students participating in PISA)</li></ul> <p>and is expressed as a <i>percentage</i></p> <p>The measure for the bottom level for PISA is defined as:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> — number of students who achieved at level 1 or below on each of reading literacy, mathematical literacy and scientific literacy</li><li>• <i>denominator</i> — total population of all students (15 year old students participating in PISA)</li></ul> <p>and is expressed as a <i>percentage</i></p> <p>The measure for the <u>top</u> level for TIMSS and PIRLS is defined as:</p>

- 
- *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). Australia first participated in PIRLS in 2011 and will be participating again in 2016. Ongoing participation in PIRLS has not been confirmed. PIRLS is conducted every 5 years

Data provider: Australian Council for Educational Research (ACER)

Data availability: PISA — 2012

Cross tabulations provided: For reading literacy, mathematical literacy and scientific literacy:  
 State and Territory (and OECD average), by:

- level (level 1 through to 6, high [at or above level 5], proficient [at or above level 3], and low [at or below level 1]).

State and Territory (and OECD average), levels high (at or above level 5), proficient (at or above level 3), and low (at or below level 1), by:

- ESCS (index of economic, social and cultural status) (quartiles)
- HISEI (Highest International Social and Economic Index [the highest level of the father’s and mother’s occupation]) (quartiles)

National, level high [at or above level 5], proficient [at or above level 3], and low [at or below level 1] by:

- Sex
- Indigenous status

## Box 14      **Results**

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

- Data by State and Territory are presented in tables NEA.3.1–3.
- Data by State and Territory by SES are presented in tables NEA.3.4–6.
- National data by sex are presented in table NEA.3.7.
- National data by Indigenous status are presented in table NEA.3.8.

TIMSS and PIRLS data for 2011 are available in the 2012 NEA performance report. TIMSS data for 2007 were sourced by the CRC and reported in its 2008 report.

PISA data for 2006 for measure 3(a) are available in the baseline 2008 NEA performance report.

PISA data for 2009 and 2006 for measure 3(b) are available in the 2010 NEA performance report.

### *Attachment tables*

<b>Table NEA.3.1</b>	Proportion of students that achieved at each level in the overall reading literacy scale, by State and Territory, 2012 (per cent)
<b>Table NEA.3.2</b>	Proportion of students that achieved at each level in the overall mathematical literacy scale, by State and Territory, 2012 (per cent)
<b>Table NEA.3.3</b>	Proportion of students that achieved at each level in the overall scientific literacy scale, by State and Territory, 2012 (per cent)
<b>Table NEA.3.4</b>	Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2012 (per cent)
<b>Table NEA.3.5</b>	Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2012 (per cent)
<b>Table NEA.3.6</b>	Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2012 (per cent)
<b>Table NEA.3.7</b>	Proportion of students that achieved at each level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by sex, 2012 (per cent)
<b>Table NEA.3.8</b>	Proportion of students that achieved at each level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by Indigenous status, 2012 (per cent)

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**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 of this report titled ‘Data Quality Statements.’ Key points from the DQS are summarised below.

- The data provide relevant information on the proportion of 15 year old students who achieved at or above the nationally agreed proficiency levels, and at the ‘top’ and ‘bottom’ levels, for reading literacy, mathematical literacy and scientific literacy.
- Data are available by socioeconomic status (SES) (measured by the index of economic, social and cultural status [ESCS] and the highest level of the father’s and mother’s occupation [HISEI]) at the State and Territory level.
- Data are available by Indigenous status at the national level only.
- The PISA data collection is conducted every three years. The most recent data available are for 2012.
- Data are of acceptable accuracy.
- Detailed explanatory notes are publicly available to assist in interpretation of results.
- Additional data from the data source are available online and on request.

The Steering Committee also notes the following issues:

- Data on all items reported are comparable both nationally and internationally and data are provided on OECD averages to enable international comparisons.
- The disaggregation of data to report students in the ‘top’ and ‘bottom’ levels of performance results in larger RSEs than for the disaggregation of data to report students ‘at or above the national minimum standard’. The size of the RSEs affects the ability to identify small movements over time.
- PISA data do not account for the differences in school starting ages across states and territories — for example, a 15 year old in one jurisdiction could be in year 9, while a 15 year old in another jurisdiction could be in year 11.

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## Performance 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 unchanged from the previous NEA performance report. Following advice from the ABS, 2006 Census data for measure 4(b), by SEIFA IRSD have been recalculated to ensure comparability with the 2006 Census data provided for 4(d) in the previous report.

**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

Census data: people whose educational attainment is not stated or inadequately described are excluded

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

SEW data: Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables.

**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

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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 National Aboriginal and Torres Strait Islander Health Survey (NATSIHS) component of the Australian Aboriginal and

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Data provider (all measures):	<u>Torres Strait Islander Health Survey (AATSIHS)</u> . Data are available on an alternating 3 yearly cycle. ABS
Data availability:	SEW — 2013 (current year) and 2012 (non-Indigenous comparator) NATSIHS component of the AATSIHS — 2012-13 (Indigenous comparator)
Cross tabulations provided:	National (SEW), by: <ul style="list-style-type: none"> <li>• total</li> <li>• SES (SEIFA IRSD)</li> </ul> National (SEW and NATSIHS data), by: <ul style="list-style-type: none"> <li>• Indigenous status</li> </ul>

## Box 16      **Results**

For this report, new data for this indicator are available for 2013 SEW (total population) and 2012 SEW (non-Indigenous). New data are also available for 2012-13 NATSIHS (Indigenous).

- National data by SEIFA IRSD from the 2013 SEW data are presented in tables NEA.4.1 and NEA.4.3.
- National data by Indigenous status from the 2012 SEW data and 2012-13 NATSIHS are presented in tables NEA.4.2 and NEA.4.4.
- Recalculated Census data for 2006 are presented by State and Territory and SEIFA IRSD in table NEA.4.5 (measure 4(b) only).

For the SEW and NATSIHS 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.

For measure 4(a) and 4(b), historical 2011 Census data are available in the 2012 NEA performance report. 2006 Census data are available in the 2008 NEA performance report. Historical 2012 SEW data are available in the 2012 NEA performance report. 2011 data 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. For Measure 4(b), historical NATSISS data are available in the 2009 NEA performance report.

For measure 4(c), historical 2011 and 2006 Census data are available in the 2012 NEA performance report. Historical SEW data are available as per measure 4(a) and (b).

For measure 4(d), historical 2011 and 2006 Census data, as well 2008 to 2012 SEW data, and 2008 NATSISS data are available in the 2012 NEA performance report.

## *Attachment tables*

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<b>Table NEA.4.1</b>	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, 2013
<b>Table NEA.4.2</b>	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 Indigenous status, 2012-13
<b>Table NEA.4.3</b>	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, 2013
<b>Table NEA.4.4</b>	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 Indigenous status, 2012-13
<b>Table NEA.4.5</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2006



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**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 SEW provides 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 for the total population are available annually from the SEW at the national level only. The most recent data are for 2013.
- Data for Indigenous people are available at the national level only from the NATSIHS/NATSISS on a three yearly rotating cycle. The most recent data are for 2012-13 from the NATSIHS. Comparative non-Indigenous data are available annually from the SEW at the national level only. These comparative data are from the 2012 SEW.
- Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables.
- Detailed explanatory notes are publicly available to assist in interpretation of results.

The Steering Committee also notes the following issues:

- The Steering Committee recommends that further analysis be conducted to determine whether future reports should include the PUW population for this indicator.
- Under the previous NEA framework, SEW data were reported by State and Territory. The COAG review of the NEA performance framework agreed that SEW data should be reported at the national level only and that only Census data should be used for State and Territory reporting.
- 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.
- 2012-13 NATSIHS data are preliminary and will be updated by the ABS in June 2014.
- Census data are not directly comparable to SEW/NATSIHS data.
- The ABS advised that the method for allocating Census data and SEIFA IRSD changed from the 2008 baseline report for measure 4(a). Revised data for measure 4(a) (certificate II and above) have been provided to allow for comparisons with 2006 Census data for measure 4(c) (certificate III and above). Note: the DQS published in the 2009 NEA performance report still applies to the revised data.
- As requested in the COAG review of the NEA performance framework, ACARA is leading work to develop measures for this indicator based on administrative data.

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## Performance indicator 5: The proportion of young people participating in post-school education, training or employment

Key amendments from previous cycle of reporting:	This indicator is unchanged from the previous NEA performance report.
Outcome:	Young people make a successful transition from school to work and further study
Measures:	<p>The proportion of people aged 17–24 years participating in post school education, training or employment</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> — number of people aged 17–24 years who are fully engaged in post school education, training or employment</li><li>• <i>denominator</i> — number of people aged 17–24 years who are not at school</li></ul> <p>and is expressed as a <i>percentage</i></p> <p>Fully engaged is defined as full time employment, full time education or training, or a mixture of part time employment and part time education or training</p> <p>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</p> <p>SEW data: Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables.</p>
Data source:	<p>(Main) <u>Census of Population and Housing</u> (Census). Data are available every 5 years</p> <p>(Supplementary and Supplementary non-Indigenous) <u>Survey of Education and Work</u> (SEW). Data are available annually</p> <p>(Supplementary Indigenous) <u>National Aboriginal and Torres Strait Islander Social Survey</u> (NATSISS) and <u>National Aboriginal and Torres Strait Islander Health Survey</u> (NATSIHS) component of the <u>Australian Aboriginal and Torres Strait Islander Health Survey</u> (AATSIHS). Data are available on an alternating 3 yearly cycle</p>
Data provider:	ABS
Data availability:	SEW — 2013 (current year) and 2012 (non-Indigenous comparator) NATSIHS component of the AATSIHS — 2012-13 (Indigenous comparator)
Cross tabulations provided:	<p>National (SEW and NATSIHS data), by:</p> <ul style="list-style-type: none"><li>• engagement (engaged through full time study and full time employment,</li></ul>

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**

For this report, new data for this indicator are available for 2013 SEW (total population) and 2012 SEW (non-Indigenous). New data are also available for 2012-13 NATSIHS (Indigenous).

- National 2013 SEW data are presented by SEIFA IRSD in table NEA.5.1.
- National 2012 SEW data and 2012-13 NATSIHS data by Indigenous status are presented in table NEA.5.2.

For the SEW and NATSIHS 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.

Historical Census data, SEW data and National Aboriginal and Torres Strait Islander Social Survey (NATSISS) data are available in the 2012 NEA performance report.

## *Attachment tables*

<b>Table NEA.5.1</b>	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, 2013
<b>Table NEA.5.2</b>	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, 2012-13

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**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 SEW provides relevant information on the proportion of people aged 17–24 years participating in post school education, training or employment.
- Data for the total population are available annually from the SEW at the national level only. The most recent data are for 2013.
- Data for Indigenous people are available at the national level only from the NATSIHS/NATSISS on a three yearly rotating cycle. The most recent data are for 2012-13 from the NATSIHS. Comparative non-Indigenous data are available annually from the SEW at the national level only. These comparative data are from the 2012 SEW.
- Prior to the 2013 SEW, people who were permanently unable to work (PUW) were excluded from the in-scope population. In 2013, the SEW scope was expanded to include the PUW population. However, to ensure that the indicator measure presented here is comparable over time, the PUW population has been excluded from these tables.
- Detailed explanatory notes are publicly available to assist in interpretation of results.

The Steering Committee also notes the following issues:

- The Steering Committee recommends that further analysis be conducted to determine whether future reports should include the PUW population for this indicator.
- Under the previous NEA framework, SEW data were reported by State and Territory. The COAG review of the NEA performance framework agreed that SEW data should be reported at the national level only and that only Census data should be used for State and Territory reporting.
- 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.
- 2012-13 NATSIHS data are preliminary and will be updated by the ABS in June 2014.
- Census data are not directly comparable to SEW/NATSIHS data.

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## Performance indicator 6: Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7 and 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 unchanged from the previous NEA performance report
Outcomes:	<p>Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving</p> <p>Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.</p>
Measures:	<p>There are two measures for this indicator:</p> <p>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</p> <p>Measure 6(b): the rates of participation in NAPLAN reading, writing and numeracy tests — years 3, 5, 7 and 9, by Indigenous status</p>
Measure 6(a)	<p>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 [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 Australian Government and endorsed by the then NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible (with the data currently provided) to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose]</p>
Measure 6(b)	<p>Rates of participation in NAPLAN reading, writing and numeracy tests — years 3, 5, 7 and 9, by Indigenous status</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>numerator</i> — number of assessed and exempt students in years 3, 5, 7 and 9, by Indigenous status</li><li>• <i>denominator</i> — total number of students (including those absent and withdrawn) in years 3, 5, 7 and 9, by Indigenous status</li></ul> <p>and is presented as a <i>rate per 100 population</i></p>
Data source:	<p><u>National Assessment Program — Literacy and Numeracy (NAPLAN)</u></p> <p>Data are collected annually</p>

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Data provider:	ACARA
Data availability:	2013
Cross tabulations provided:	Measure 6(a) and 6(b): For each year level (3, 5, 7 and 9 — reported individually) by learning domain (reading, writing and numeracy — reported individually), by: <ul style="list-style-type: none"><li>• State and Territory, by</li><li>• Indigenous status, by</li><li>• Geolocation (MCEETYA geographical location classification)</li></ul>

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

For this report, new data for this indicator are available for 2013.

- 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.

Historical data for 2012 are available in the 2012 NEA performance report. 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.

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*Attachment tables (measure 6a)*

<b>Table NEA.2.1</b>	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, 2013 (per cent)
<b>Table NEA.2.2</b>	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, 2013 (per cent)
<b>Table NEA.2.3</b>	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, 2013 (per cent)
<b>Table NEA.2.4</b>	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, 2013 (per cent)
<b>Table NEA.2.5</b>	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, 2013 (per cent)
<b>Table NEA.2.6</b>	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, 2013 (per cent)
<b>Table NEA.2.7</b>	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, 2013 (per cent)
<b>Table NEA.2.8</b>	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, 2013 (per cent)
<b>Table NEA.2.9</b>	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, 2013 (per cent)
<b>Table NEA.2.10</b>	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, 2013 (per cent)
<b>Table NEA.2.11</b>	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, 2013 (per cent)
<b>Table NEA.2.12</b>	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, 2013 (per cent)

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

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

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**Box 22      Results (measure 6b)**

For this report, new data for this indicator are available for 2013.

- Data for rates of participation by State and Territory, by Indigenous status, by geolocation, are presented in tables NEA.6(b).1–4.
- Data for student exemptions, absences and withdrawals by State and Territory, by Indigenous status, are presented in tables NEA.6(b).5–7.

Data for 2012 are available in the 2012 NEA performance report. 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)***

<b>Table NIRA.6(b).1</b>	Year 3 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent)
<b>Table NIRA.6(b).2</b>	Year 5 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent)
<b>Table NIRA.6(b).3</b>	Year 7 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent)
<b>Table NIRA.6(b).4</b>	Year 9 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent)
<b>Table NIRA.6(b).5</b>	Proportion of student exemptions, by Indigenous status, by State and Territory, 2013 (per cent)
<b>Table NIRA.6(b).6</b>	Proportion of student absences, by Indigenous status, by State and Territory, 2013 (per cent)
<b>Table NIRA.6(b).7</b>	Proportion of student withdrawals, by Indigenous status, by State and Territory, 2013 (per cent)



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**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 of 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.
- All data are collected annually. The most recent data available are for 2013.
- Data are available by State and Territory by Indigenous status by geolocation.
- 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 proportion 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 to note for this measure.

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## Performance 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 unchanged from the previous NEA performance report
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 attendance rates for students in years 1 to 10, by Indigenous status The measure is defined as: <ul style="list-style-type: none"><li>• <i>numerator</i> — aggregate number of actual days in attendance in the collection period, for children in years 1–10 (children enrolled full time only)</li><li>• <i>denominator</i> — aggregate number of possible days for attendance in the collection period, for children in years 1–10 (children enrolled full time only)</li></ul> and is presented as a <i>rate per 100 possible days of attendance</i>
Data source:	<u>National Schools Attendance Collection</u> (NSAC). Data are collected annually
Data provider:	ACARA
Data availability:	2013
Cross tabulations provided:	State and Territory, by school sector, by year level, by <ul style="list-style-type: none"><li>• Indigenous status</li></ul>

### Box 24 Results

For this report, new data for this indicator are available for 2013.

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

Historical data for 2012 are available in the 2012 NEA performance report. Data for 2011 are available in the 2011 NEA performance report. Data for 2010, 2009 and 2008 are available in the 2010 NEA performance report. Data for 2007 are available in the 2009 NEA performance report.

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*Attachment tables*

<b>Table NEA.1.4</b>	Student attendance rates, government schools, by Indigenous status, 2013 (per cent)
<b>Table NEA.1.5</b>	Student attendance rates, independent schools, by Indigenous status, 2013 (per cent)
<b>Table NEA.1.6</b>	Student attendance rates, Catholic schools, by Indigenous status, 2013 (per cent)

**Box 25      Comment on data quality**

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

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## Performance 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:	Historical data have been supplied for additional disaggregation by remoteness
Outcomes:	<p>Young people make a successful transition from school to work and further study</p> <p>Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children</p>
Measures:	<p>There are two measures for this indicator:</p> <p>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</p> <p>Measure 8(b): Year 12 certification, by Indigenous status</p>
Measure 8(a)	<p>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</p> <p>The measure is defined as:</p> <ul style="list-style-type: none"><li>• <i>Numerator</i> — 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</li><li>• <i>Denominator</i> — total population of people aged 20–24 years and is presented as a <i>rate per 100 population</i></li></ul> <p>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 not further defined [nfd]) are assumed to have attained below Certificate level II and are therefore not included in the numerator</p> <p>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</p> <p>Census data: people whose educational attainment is not stated or inadequately described are excluded</p>
Measure 8(b)	<u>Measure yet to be developed</u>
Data source (Measure 8(a)):	<p><u>Main data collection</u></p> <p><i>Numerator and denominator</i> — (Indigenous status) <u>Census of Population and Housing</u> (Census). Data are available every 5 years</p>

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#### Supplementary data collection

##### *Numerator and denominator —*

(Indigenous) ABS National Aboriginal and Torres Strait Islander Social Survey (NATSISS) and NATSIHS component of the Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) – Data are available on a rotating 3-yearly cycle

(Non-Indigenous) ABS Survey of Education and Work (SEW) — Data are available annually

Data provider  
(measure 8(a)): ABS

Data availability  
(measure 8(a)): Main data collection  
2011 and 2006 — Census (remoteness only – all other Census data provided in the 2011-12 NIRA report)

#### Supplementary data collection

2012-13 (Indigenous) — NATSIHS component of the AATSIHS

2012 (non-Indigenous) — SEW

2008 NATSISS (remoteness data resupplied to provide comparable time series — remoteness data not available from the SEW for non-Indigenous comparisons)

Cross tabulations  
provided  
(measure 8(a)): State and Territory, by:

- Indigenous status
- Indigenous status by remoteness (Census only) (2011 based on ASGS, previous years data based on ASGC)

National, by:

- Indigenous status by remoteness (survey data only) (2011 based on ASGS, previous years data based on ASGC)

### **Box 26      Results**

For this report, new supplementary data are available for measure (a). Data presented relate to 2012-13.

- Data by State and Territory by Indigenous status are presented in table NEA.4.2.
- Data by Indigenous status, by remoteness are presented in table NEA.8.1

Additional historical data for State and Territory, by Indigenous status by remoteness have been supplied.

- Census data for 2011 and 2006 are presented in tables NEA.8.2–3
- NATSISS data for 2008 (Indigenous only) are presented in table NEA.8.4.

Historical 2011 Census data are available in the 2012 NEA performance report. Baseline 2006 Census data are available in the 2008 NEA performance report.

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*Attachment tables*

<b>Table NEA.4.2</b>	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 Indigenous status, 2012-13
<b>Table NEA.8.1</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, by remoteness 2012-13
<b>Table NEA. 8.2</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, by remoteness 2011
<b>Table NEA. 8.3</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, by remoteness 2006
<b>Table NEA. 8.4</b>	Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, by remoteness 2008

**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**

## Attachment contents

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### Performance Targets

NEA target a

NEA target b

NEA target c

NEA target d

### Performance Indicators

#### NEA Indicator 1

**Table NEA.1.1** Student attendance rates, government schools, by sex, 2013 (per cent)

**Table NEA.1.2** Student attendance rates, independent schools, by sex, 2013 (per cent)

**Table NEA.1.3** Student attendance rates, Catholic schools, by sex, 2013 (per cent)

**Table NEA.1.4** Student attendance rates, government schools, by Indigenous status, 2013 (per cent)

**Table NEA.1.5** Student attendance rates, independent schools, by Indigenous status, 2013 (per cent)

**Table NEA.1.6** Student attendance rates, Catholic schools, by Indigenous status, 2013 (per cent)

#### NEA Indicator 2

**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, 2013 (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, table 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, table NEA.4.3**

## **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, table NEA.4.2**

# Performance Indicators

# **NEA Indicator 1:**

**The rate of student attendance at  
school**

Table NEA.1.1 Student attendance rates, government schools, by sex, 2013 (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	95	95	94	94	93	91	89	88	91	84
Female	94	95	95	95	95	94	94	91	89	88	91	84
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>91</b>	<b>89</b>	<b>88</b>	<b>91</b>	<b>84</b>
Vic												
Male	93	93	93	93	93	93	93	91	90	90	89	86
Female	93	93	94	94	93	93	93	91	89	89	88	87
<b>Total</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>91</b>	<b>90</b>	<b>90</b>	<b>89</b>	<b>86</b>
Qld												
Male	92	92	92	92	92	91	91	90	88	87	na	92
Female	92	92	93	93	93	92	92	91	88	87	na	93
<b>Total</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>91</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>92</b>
WA												
Male	93	93	93	93	93	92	92	89	87	86	na	96
Female	92	93	93	93	93	93	92	90	86	84	na	95
<b>Total</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>90</b>	<b>87</b>	<b>85</b>	<b>na</b>	<b>95</b>
SA												
Male	92	92	92	93	92	92	91	90	88	87	90	89
Female	92	93	93	93	93	92	92	90	87	86	91	91
<b>Total</b>	<b>92</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>90</b>	<b>88</b>	<b>87</b>	<b>91</b>	<b>90</b>
Tas												
Male	93	94	94	94	93	93	92	90	89	87	na	na
Female	93	94	94	94	94	94	92	89	88	86	na	na
<b>Total</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>92</b>	<b>90</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>na</b>
ACT												
Male	94	94	94	93	94	93	92	90	89	89	na	na

Table NEA.1.1 **Student attendance rates, government schools, by sex, 2013 (per cent) (a), (b)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary ungraded</i>	<i>Secondary ungraded</i>
Female	93	94	94	94	93	93	93	90	88	88	na	na
<b>Total</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>90</b>	<b>88</b>	<b>88</b>	<b>na</b>	<b>na</b>
NT												
Male	82	83	82	82	81	81	78	76	75	75	na	89
Female	82	82	83	85	83	83	81	77	74	74	na	93
<b>Total</b>	<b>82</b>	<b>83</b>	<b>83</b>	<b>83</b>	<b>82</b>	<b>82</b>	<b>79</b>	<b>77</b>	<b>74</b>	<b>74</b>	<b>na</b>	<b>91</b>

(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, 2013 (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	95	95	95	95	95	94	94	93	93	90
Female	95	95	95	95	95	95	95	94	93	92	92	89
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>90</b>
Vic												
Male	95	95	95	95	95	95	96	95	95	94	94	90
Female	95	95	95	95	95	95	95	94	94	93	96	89
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>96</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>90</b>
Qld												
Male	95	95	95	95	95	95	95	94	94	94	96	80
Female	95	95	95	95	95	95	95	95	94	93	99	94
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>97</b>	<b>85</b>
WA												
Male	94	94	95	95	95	95	95	94	94	93	na	41
Female	94	94	94	94	95	95	95	94	93	92	100	29
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>100</b>	<b>36</b>
SA												
Male	95	95	95	96	95	95	94	94	94	93	91	95
Female	95	95	95	95	95	95	95	94	93	93	93	91
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>94</b>
Tas												
Male	94	95	96	96	95	95	95	94	94	94	84	91
Female	94	95	94	95	95	95	95	94	93	93	97	na
<b>Total</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>85</b>	<b>91</b>
ACT												
Male	94	94	95	94	95	94	94	93	92	92	na	na

Table NEA.1.2 **Student attendance rates, independent schools, by sex, 2013 (per cent) (a), (b)**

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>	<i>Year 10</i>	<i>Primary ungraded</i>	<i>Secondary ungraded</i>
Female	94	95	96	95	94	94	94	93	92	90	na	na
<b>Total</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>91</b>	<b>na</b>	<b>na</b>
NT												
Male	92	92	90	90	92	91	88	89	87	87	na	27
Female	89	90	90	91	91	92	89	87	88	86	na	21
<b>Total</b>	<b>90</b>	<b>91</b>	<b>90</b>	<b>90</b>	<b>91</b>	<b>91</b>	<b>89</b>	<b>88</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>23</b>

(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, 2013 (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	95	95	95	94	95	93	93	92	na	na
Female	95	95	95	95	95	95	95	93	92	91	na	na
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>na</b>	<b>na</b>
Vic												
Male	94	94	94	94	94	94	95	94	94	93	na	na
Female	94	94	94	94	94	94	95	94	93	93	na	na
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>na</b>	<b>na</b>
Qld												
Male	94	94	94	94	94	94	94	94	93	92	na	67
Female	94	94	94	94	94	94	94	94	93	92	na	79
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>na</b>	<b>71</b>
WA												
Male	94	94	95	95	94	94	94	93	93	93	na	na
Female	94	94	94	94	94	94	94	93	92	91	na	na
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>na</b>	<b>na</b>
SA												
Male	94	94	95	94	94	94	94	94	93	93	94	93
Female	94	94	94	95	93	95	94	94	93	93	97	92
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>95</b>	<b>93</b>
Tas												
Male	95	95	95	95	95	95	93	92	92	91	na	na
Female	95	95	95	95	95	95	93	91	90	89	na	na
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>93</b>	<b>92</b>	<b>91</b>	<b>90</b>	<b>na</b>	<b>na</b>
ACT												
Male	94	94	94	94	93	93	95	95	95	92	na	na



Table NEA.1.3 **Student attendance rates, Catholic schools, by sex, 2013 (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	94	94	94	94	94	94	95	93	94	91	na	na
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>91</b>	<b>na</b>	<b>na</b>
NT												
Male	82	84	84	82	84	84	85	82	82	81	na	na
Female	83	84	85	84	87	85	85	84	82	83	na	na
<b>Total</b>	<b>83</b>	<b>84</b>	<b>84</b>	<b>83</b>	<b>86</b>	<b>84</b>	<b>85</b>	<b>83</b>	<b>82</b>	<b>82</b>	<b>na</b>	<b>na</b>

(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, 2013 (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	91	91	91	90	90	87	82	79	75	88	75
Non-Indigenous	95	95	95	95	95	94	94	92	90	89	92	86
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>91</b>	<b>89</b>	<b>88</b>	<b>91</b>	<b>84</b>
Vic												
Indigenous	89	89	89	89	88	88	86	84	80	79	85	81
Non-Indigenous	93	93	94	93	93	93	93	91	90	90	89	87
<b>Total</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>91</b>	<b>90</b>	<b>90</b>	<b>89</b>	<b>86</b>
Qld												
Indigenous	84	86	86	86	86	85	85	83	78	76	na	na
Non-Indigenous	92	93	93	93	93	93	92	92	89	88	na	92
<b>Total</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>91</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>92</b>
WA												
Indigenous	80	82	82	82	82	80	79	72	64	63	na	na
Non-Indigenous	94	94	94	94	94	94	93	91	89	87	na	95
<b>Total</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>90</b>	<b>87</b>	<b>85</b>	<b>na</b>	<b>95</b>
SA												
Indigenous	81	82	82	84	82	82	81	76	74	72	83	81
Non-Indigenous	93	93	93	93	93	93	92	91	88	88	91	90
<b>Total</b>	<b>92</b>	<b>92</b>	<b>93</b>	<b>93</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>90</b>	<b>88</b>	<b>87</b>	<b>91</b>	<b>90</b>
Tas												
Indigenous	92	93	93	92	91	92	89	85	82	81	na	na
Non-Indigenous	93	94	94	94	94	94	92	90	89	87	na	na
<b>Total</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>92</b>	<b>90</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>na</b>
ACT												
Indigenous	90	87	89	87	88	87	84	82	76	77	na	na

Table NEA.1.4 **Student attendance rates, government schools, by Indigenous status, 2013 (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	94	94	94	94	94	93	92	91	89	89	na	na
<b>Total</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>90</b>	<b>88</b>	<b>88</b>	<b>na</b>	<b>na</b>
NT												
Indigenous	71	71	72	72	72	72	68	63	57	56	na	na
Non-Indigenous	92	93	93	93	93	93	92	89	89	87	na	92
<b>Total</b>	<b>82</b>	<b>83</b>	<b>83</b>	<b>83</b>	<b>82</b>	<b>82</b>	<b>79</b>	<b>77</b>	<b>74</b>	<b>74</b>	<b>na</b>	<b>91</b>

- (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, 2013 (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	92	91	90	90	92	90	92	90	86	83	79	89
Non-Indigenous	95	95	95	95	95	95	95	94	94	93	93	90
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>90</b>
Vic												
Indigenous	94	95	94	95	94	94	91	88	90	88	64	87
Non-Indigenous	95	95	95	95	95	95	96	95	94	94	95	90
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>96</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>90</b>
Qld												
Indigenous	87	88	90	89	88	88	90	86	84	84	85	83
Non-Indigenous	95	95	95	95	95	95	95	95	94	94	97	85
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>97</b>	<b>85</b>
WA												
Indigenous	80	83	81	87	88	85	87	84	77	70	na	27
Non-Indigenous	94	94	95	95	95	95	95	94	94	93	100	45
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>100</b>	<b>36</b>
SA												
Indigenous	90	88	90	90	88	89	88	86	86	89	89	na
Non-Indigenous	95	95	95	95	95	95	94	94	94	93	92	94
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>94</b>
Tas												
Indigenous	92	95	93	95	94	93	94	92	92	85	na	na
Non-Indigenous	94	95	95	95	95	95	95	94	94	94	85	91
<b>Total</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>85</b>	<b>91</b>
ACT												
Indigenous	86	89	89	93	94	91	91	92	86	85	na	na

Table NEA.1.5 **Student attendance rates, independent schools, by Indigenous status, 2013 (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	94	95	95	95	95	94	94	93	92	91	na	na
<b>Total</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>91</b>	<b>na</b>	<b>na</b>
NT												
Indigenous	69	75	65	70	74	78	74	75	75	73	na	15
Non-Indigenous	94	93	94	94	94	94	94	93	92	92	na	81
<b>Total</b>	<b>90</b>	<b>91</b>	<b>90</b>	<b>90</b>	<b>91</b>	<b>91</b>	<b>89</b>	<b>88</b>	<b>88</b>	<b>87</b>	<b>na</b>	<b>23</b>

- (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, 2013 (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	90	92	93	91	91	91	89	89	88	na	na
Non-Indigenous	95	95	95	95	95	95	95	93	93	92	na	na
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>na</b>	<b>na</b>
Vic												
Indigenous	91	91	90	91	90	91	93	88	89	87	na	na
Non-Indigenous	94	94	94	94	94	94	95	94	93	93	na	na
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>na</b>	<b>na</b>
Qld												
Indigenous	90	89	90	90	91	90	90	90	88	87	na	68
Non-Indigenous	94	94	94	94	94	94	94	94	93	92	na	82
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>na</b>	<b>71</b>
WA												
Indigenous	80	82	85	83	79	84	79	81	73	78	na	na
Non-Indigenous	94	95	95	95	95	95	95	94	93	92	na	na
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>92</b>	<b>92</b>	<b>na</b>	<b>na</b>
SA												
Indigenous	89	90	92	90	92	90	89	89	91	88	na	83
Non-Indigenous	94	94	95	94	93	94	94	94	93	93	95	93
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>93</b>	<b>95</b>	<b>93</b>
Tas												
Indigenous	93	94	94	92	93	95	91	92	92	89	na	na
Non-Indigenous	95	95	95	95	95	95	93	92	91	90	na	na
<b>Total</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>95</b>	<b>93</b>	<b>92</b>	<b>91</b>	<b>90</b>	<b>na</b>	<b>na</b>
ACT												
Indigenous	90	92	90	93	91	93	94	92	92	86	na	na

Table NEA.1.6 **Student attendance rates, Catholic schools, by Indigenous status, 2013 (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	94	94	94	94	94	94	95	94	94	91	na	na
<b>Total</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>95</b>	<b>94</b>	<b>94</b>	<b>91</b>	<b>na</b>	<b>na</b>
NT												
Indigenous	64	69	69	70	70	70	72	71	69	66	na	na
Non-Indigenous	94	93	94	93	94	93	92	91	90	90	na	na
<b>Total</b>	<b>83</b>	<b>84</b>	<b>84</b>	<b>83</b>	<b>86</b>	<b>84</b>	<b>85</b>	<b>83</b>	<b>82</b>	<b>82</b>	<b>na</b>	<b>na</b>

(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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	88.6	87.5	85.2	75.2	76.7	89.9	87.6	51.2	81.5
Non-Indigenous students	96.8	96.4	95.9	95.7	95.3	94.9	96.4	92.7	96.2
Geolocation									
Metropolitan	96.7	96.2	95.7	95.5	95.2	94.6	96.2	..	96.1
Provincial	95.2	95.5	94.6	93.6	92.8	94.7	np	89.2	94.7
Remote	87.2	93.8	89.3	90.1	94.2	87.1	..	80.7	88.8
Very remote	92.9	..	81.5	74.2	65.9	np	..	44.7	67.3
<b>Total (c)</b>	<b>96.3</b>	<b>96.0</b>	<b>95.1</b>	<b>94.3</b>	<b>94.3</b>	<b>94.6</b>	<b>96.1</b>	<b>74.3</b>	<b>95.3</b>

(a) Exempt students were not tested 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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

**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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	88.0	89.6	82.1	72.8	73.0	90.9	90.2	39.0	78.9
Non-Indigenous students	96.5	96.3	95.3	96.2	94.7	94.7	95.6	92.2	96.0
Geolocation									
Metropolitan	96.6	96.2	95.0	95.8	94.3	94.8	95.5	..	95.9
Provincial	94.5	95.2	93.9	94.1	92.6	94.2	np	88.9	94.2
Remote	86.5	100.0	89.8	90.3	94.0	82.6	..	75.5	88.1
Very remote	89.8	..	74.9	71.3	58.6	np	..	30.3	59.4
<b>Total (d)</b>	<b>96.0</b>	<b>96.0</b>	<b>94.3</b>	<b>94.5</b>	<b>93.6</b>	<b>94.4</b>	<b>95.5</b>	<b>68.9</b>	<b>95.0</b>

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

**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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	88.5	88.7	84.6	76.9	76.5	90.6	91.4	50.4	81.6
Non-Indigenous students	96.9	96.5	96.7	96.8	95.3	95.8	96.7	95.8	96.6
Geolocation									
Metropolitan	96.8	96.4	96.4	96.4	95.0	95.9	96.6	..	96.4
Provincial	95.3	95.6	95.6	95.4	93.3	95.1	np	92.8	95.3
Remote	86.9	99.6	90.1	91.3	95.7	91.2	..	82.1	89.9
Very remote	92.3	..	80.3	76.3	68.0	np	..	42.3	66.9
<b>Total (c)</b>	<b>96.4</b>	<b>96.2</b>	<b>95.8</b>	<b>95.4</b>	<b>94.4</b>	<b>95.4</b>	<b>96.6</b>	<b>75.7</b>	<b>95.7</b>

(a) Exempt students were not tested 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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

**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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	91.0	91.4	87.7	79.0	82.4	89.8	93.7	47.1	83.3
Non-Indigenous students	97.2	96.8	96.9	97.3	96.3	96.0	97.1	95.3	96.9
Geolocation									
Metropolitan	97.1	96.5	96.7	97.0	96.2	95.7	97.1	..	96.8
Provincial	96.1	96.5	95.8	96.4	95.3	95.3	np	91.4	95.9
Remote	91.3	98.2	91.2	90.8	95.7	96.9	..	86.9	91.2
Very remote	90.5	..	84.4	76.5	72.3	np	..	37.4	65.1
<b>Total (c)</b>	<b>96.8</b>	<b>96.5</b>	<b>96.2</b>	<b>96.0</b>	<b>95.7</b>	<b>95.5</b>	<b>97.0</b>	<b>73.7</b>	<b>96.1</b>

(a) Exempt students were not tested 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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

**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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	76.5	82.5	69.7	56.2	59.6	77.0	83.6	24.6	65.8
Non-Indigenous students	94.0	94.6	91.6	93.6	90.7	90.1	94.4	88.1	93.3
Geolocation									
Metropolitan	94.3	94.7	91.5	93.2	90.9	89.8	94.2	..	93.4
Provincial	89.5	92.7	88.2	89.5	86.4	88.3	np	81.8	89.5
Remote	77.2	93.7	81.2	80.5	88.8	91.8	..	72.6	80.7
Very remote	71.4	..	66.0	58.5	50.1	np	..	16.6	45.8
<b>Total (d)</b>	<b>93.1</b>	<b>94.2</b>	<b>90.0</b>	<b>90.9</b>	<b>89.3</b>	<b>89.0</b>	<b>94.1</b>	<b>59.8</b>	<b>91.7</b>

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

**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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	81.0	85.6	76.7	65.3	69.1	82.9	87.1	40.0	73.0
Non-Indigenous students	94.6	94.7	95.0	94.9	93.0	93.2	95.2	93.6	94.6
Geolocation									
Metropolitan	94.5	94.6	94.5	94.6	92.7	92.4	95.0	..	94.4
Provincial	92.1	93.9	92.9	91.7	91.0	92.4	np	89.3	92.5
Remote	83.1	96.1	85.5	83.8	91.4	94.5	..	80.6	85.1
Very remote	77.8	..	72.9	67.5	64.7	np	..	31.5	56.6
<b>Total (c)</b>	<b>93.9</b>	<b>94.4</b>	<b>93.6</b>	<b>92.7</b>	<b>92.0</b>	<b>92.4</b>	<b>95.0</b>	<b>69.7</b>	<b>93.4</b>

(a) Exempt students were not tested 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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

**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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	81.0	86.2	76.6	68.2	74.3	85.2	90.9	32.6	73.2
Non-Indigenous students	95.5	95.9	94.9	95.7	94.9	94.4	96.0	92.5	95.4
Geolocation									
Metropolitan	95.3	95.8	94.4	95.4	94.5	94.0	95.9	..	95.2
Provincial	93.2	95.0	93.1	93.6	93.5	93.4	..	87.0	93.5
Remote	78.8	93.3	86.1	87.2	93.3	91.6	..	72.5	84.8
Very remote	73.2	..	69.9	63.8	64.0	np	..	21.1	51.4
<b>Total (c)</b>	<b>94.7</b>	<b>95.6</b>	<b>93.6</b>	<b>93.8</b>	<b>94.0</b>	<b>93.7</b>	<b>95.9</b>	<b>65.7</b>	<b>94.2</b>

(a) Exempt students were not tested 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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

**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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	66.9	72.7	67.7	55.9	62.7	74.3	78.3	21.2	61.4
Non-Indigenous students	90.4	91.7	90.4	92.5	90.8	87.6	91.1	83.5	90.9
Geolocation									
Metropolitan	91.2	92.5	90.2	92.3	90.9	87.3	90.7	..	91.4
Provincial	83.1	87.8	86.9	88.5	87.6	86.2	..	77.0	85.9
Remote	60.1	90.4	82.5	80.4	86.0	90.0	..	60.4	77.0
Very remote	63.2	..	63.2	53.9	50.6	np	..	12.1	42.3
<b>Total (d)</b>	<b>89.2</b>	<b>91.3</b>	<b>88.8</b>	<b>89.9</b>	<b>89.6</b>	<b>86.7</b>	<b>90.7</b>	<b>55.6</b>	<b>89.3</b>

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.



**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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	83.2	86.1	83.2	74.0	78.3	86.3	90.0	45.2	78.1
Non-Indigenous students	95.8	96.0	96.3	96.7	95.4	95.3	96.0	94.2	96.0
Geolocation									
Metropolitan	95.7	95.9	96.0	96.5	95.0	94.2	95.8	..	95.8
Provincial	93.5	95.2	94.9	94.7	94.5	94.8	..	90.0	94.4
Remote	82.0	94.8	89.6	90.1	95.3	89.5	..	77.5	88.0
Very remote	78.9	..	78.8	69.7	67.7	np	..	35.6	60.8
<b>Total (c)</b>	<b>95.1</b>	<b>95.7</b>	<b>95.4</b>	<b>95.1</b>	<b>94.6</b>	<b>94.5</b>	<b>95.8</b>	<b>72.3</b>	<b>95.0</b>

(a) Exempt students were not tested 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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

**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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	80.4	84.0	76.3	65.7	76.3	85.0	81.0	38.4	73.9
Non-Indigenous students	94.9	94.8	93.8	94.8	93.9	92.7	96.4	92.0	94.5
Geolocation									
Metropolitan	94.8	94.6	93.7	94.2	93.8	92.4	96.0	..	94.4
Provincial	92.3	93.6	91.3	92.2	92.4	91.4	..	86.1	92.2
Remote	75.0	98.5	81.4	85.0	91.5	np	..	72.5	82.3
Very remote	69.0	..	65.2	60.6	71.9	np	..	20.1	50.4
<b>Total (c)</b>	<b>94.1</b>	<b>94.3</b>	<b>92.7</b>	<b>92.9</b>	<b>93.2</b>	<b>91.8</b>	<b>96.0</b>	<b>70.5</b>	<b>93.4</b>

(a) Exempt students were not tested 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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

**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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	51.9	64.4	57.6	44.5	52.5	60.1	59.8	20.8	51.2
Non-Indigenous students	83.5	86.5	83.3	85.8	83.0	81.0	87.3	76.8	84.4
Geolocation									
Metropolitan	84.6	87.8	84.0	85.7	84.0	80.1	86.5	..	85.3
Provincial	73.7	80.8	77.1	78.3	76.8	77.4	..	70.0	76.9
Remote	51.1	93.7	63.2	69.3	75.6	np	..	51.0	64.2
Very remote	46.0	..	49.4	49.1	51.9	np	..	9.2	36.9
<b>Total (d)</b>	<b>81.8</b>	<b>86.0</b>	<b>81.6</b>	<b>82.9</b>	<b>81.8</b>	<b>78.5</b>	<b>86.5</b>	<b>54.3</b>	<b>82.6</b>

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

**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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	69.5	75.8	68.2	60.6	67.6	76.4	70.9	35.8	65.7
Non-Indigenous students	91.7	92.6	91.7	93.0	91.1	89.5	93.6	90.0	92.0
Geolocation									
Metropolitan	91.7	92.5	91.3	92.4	90.5	88.1	92.9	..	91.8
Provincial	87.1	91.1	88.5	89.7	89.4	87.8	..	83.3	88.7
Remote	66.4	97.6	74.9	81.3	90.1	np	..	67.2	77.8
Very remote	62.8	..	57.7	56.0	71.4	np	..	22.6	47.8
<b>Total (c)</b>	<b>90.4</b>	<b>92.2</b>	<b>90.1</b>	<b>90.8</b>	<b>90.1</b>	<b>88.0</b>	<b>92.9</b>	<b>68.2</b>	<b>90.6</b>

(a) Exempt students were not tested 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 (2013) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

**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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	98.5	98.1	98.4	98.0	98.1	98.9	97.4	96.4	98.3
Advanced diploma/diploma	97.3	96.6	96.7	96.5	96.5	96.2	96.3	93.1	96.8
Certificate I to IV (d)	95.8	95.7	95.2	94.8	94.9	94.7	94.7	86.1	95.3
year 12 or equivalent	95.8	95.1	93.7	94.3	94.4	93.9	94.6	87.5	94.7
year 11 or equivalent or below	90.3	89.8	88.3	87.8	86.6	88.0	90.9	55.9	88.6
Not stated (e)	93.5	93.8	91.5	88.6	88.6	94.6	94.4	53.7	89.8
Parental occupation (f)									
Senior management and qualified professionals	98.7	98.5	98.5	98.2	98.4	99.1	97.5	95.8	98.5
Other business managers and associate professionals	98.0	97.9	97.4	97.2	97.2	96.9	97.3	92.4	97.7
Tradespeople, clerks, skilled office, sales and service staff	96.7	96.8	95.5	95.8	96.3	95.2	96.6	87.4	96.2
Machine operators, hospitality staff, assistants and labourers	94.8	94.2	92.8	92.4	93.6	93.2	93.2	71.6	93.7
Not in paid work in previous 12 months	90.8	89.1	88.1	86.9	88.6	86.6	90.4	53.3	88.7
Not stated (g)	92.0	93.6	91.8	89.8	88.0	92.8	92.7	52.3	90.1

(a) Exempt students were not tested 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: ACARA (2013) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013*, 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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (d)									
Bachelor degree or above	98.0	97.7	97.8	97.9	97.8	98.2	96.7	95.2	97.8
Advanced diploma/diploma	97.1	96.5	96.3	97.0	96.0	95.7	95.9	92.2	96.6
Certificate I to IV (e)	95.7	95.7	94.4	95.6	94.3	95.2	93.8	84.8	95.1
year 12 or equivalent	95.5	95.3	92.9	95.2	93.5	94.3	95.9	86.5	94.6
year 11 or equivalent or below	90.4	90.6	87.2	88.4	85.6	88.1	87.4	52.7	88.5
Not stated (f)	92.6	93.4	90.1	87.7	86.5	92.1	93.5	39.5	88.0
Parental occupation (g)									
Senior management and qualified professionals	98.2	98.1	97.8	98.1	98.0	98.4	96.7	94.5	98.0
Other business managers and associate professionals	97.7	97.7	97.0	97.5	96.8	97.5	96.2	91.7	97.4
Tradespeople, clerks, skilled office, sales and service staff	96.5	96.8	95.2	96.5	96.1	95.6	96.3	87.5	96.1
Machine operators, hospitality staff, assistants and labourers	94.8	94.4	92.0	93.6	92.5	93.4	91.6	69.1	93.6
Not in paid work in previous 12 months	90.7	89.7	86.5	87.0	86.3	86.1	91.5	47.4	88.4
Not stated (h)	91.7	93.4	90.3	89.6	86.6	90.7	92.4	38.3	89.0

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	98.6	98.1	98.9	98.5	98.3	99.3	97.7	98.0	98.5
Advanced diploma/diploma	97.3	96.7	97.6	97.3	96.7	96.9	97.0	94.9	97.2
Certificate I to IV (d)	95.8	95.8	96.2	96.2	95.2	95.6	94.8	90.3	95.8
year 12 or equivalent	95.7	95.4	94.5	95.3	94.4	95.3	95.2	94.0	95.2
year 11 or equivalent or below	90.2	90.5	89.2	89.7	86.0	89.5	91.9	58.7	89.2
Not stated (e)	93.4	94.0	92.1	90.3	88.3	94.7	95.5	51.3	90.2
Parental occupation (f)									
Senior management and qualified professionals	98.8	98.6	98.8	98.6	98.5	99.3	97.8	97.3	98.7
Other business managers and associate professionals	98.2	97.9	98.2	98.0	97.3	97.8	97.7	95.0	98.0
Tradespeople, clerks, skilled office, sales and service staff	96.8	96.9	96.6	97.0	96.7	96.3	96.6	91.9	96.7
Machine operators, hospitality staff, assistants and labourers	94.7	94.3	93.8	93.8	93.7	93.8	92.3	75.5	94.1
Not in paid work in previous 12 months	90.7	89.9	88.9	89.2	87.8	88.6	91.2	56.1	89.3
Not stated (g)	91.9	93.8	92.4	91.3	87.7	93.3	94.0	50.2	90.6

(a) Exempt students were not tested 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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*Source:* ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	98.5	98.2	98.7	98.7	98.4	98.7	97.9	97.1	98.5
Advanced diploma/diploma	97.9	97.4	97.6	98.3	97.4	97.8	97.2	96.6	97.7
Certificate I to IV (d)	96.8	96.4	96.4	96.8	96.0	95.8	94.8	89.3	96.4
year 12 or equivalent	95.9	95.6	95.6	96.1	96.1	93.3	97.2	89.0	95.7
year 11 or equivalent or below	92.5	91.8	91.2	91.7	91.4	91.4	91.4	65.6	91.4
Not stated (e)	94.7	95.3	93.5	91.1	91.9	94.1	98.1	48.6	91.4
Parental occupation (f)									
Senior management and qualified professionals	98.8	98.6	98.8	99.0	98.5	98.6	98.2	96.6	98.7
Other business managers and associate professionals	98.1	98.1	98.1	98.4	97.7	97.5	97.1	93.6	98.1
Tradespeople, clerks, skilled office, sales and service staff	97.4	97.4	97.1	97.4	97.0	96.8	96.8	92.8	97.2
Machine operators, hospitality staff, assistants and labourers	95.8	94.8	93.7	95.0	95.0	94.4	95.4	76.9	94.8
Not in paid work in previous 12 months	92.0	90.6	89.7	91.3	91.7	89.7	91.4	61.9	90.6
Not stated (g)	93.9	96.1	93.6	91.8	91.5	91.9	96.3	47.8	91.9

(a) Exempt students were not tested 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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*Source:* ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, 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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (d)									
Bachelor degree or above	97.3	97.2	96.3	97.0	96.3	95.3	96.2	92.1	96.9
Advanced diploma/diploma	95.1	95.3	92.9	94.7	92.7	93.9	94.1	87.4	94.4
Certificate I to IV (e)	92.3	93.3	89.7	92.2	89.1	90.8	90.2	77.7	91.5
year 12 or equivalent	92.3	93.4	88.8	90.7	90.3	86.9	94.0	76.7	91.3
year 11 or equivalent or below	83.1	87.1	78.5	80.9	77.6	78.8	84.2	44.3	81.7
Not stated (f)	88.6	92.9	84.8	82.1	82.4	84.5	94.2	30.5	83.6
Parental occupation (g)									
Senior management and qualified professionals	97.3	97.6	96.5	97.1	95.9	95.5	96.6	90.6	97.0
Other business managers and associate professionals	96.0	96.5	94.1	95.5	94.4	93.8	95.0	86.0	95.5
Tradespeople, clerks, skilled office, sales and service staff	94.1	95.1	91.2	93.2	91.8	92.2	92.0	80.9	93.3
Machine operators, hospitality staff, assistants and labourers	90.5	91.5	84.6	88.7	86.4	85.3	93.4	61.3	88.8
Not in paid work in previous 12 months	83.1	86.0	77.3	80.2	78.0	75.3	85.6	37.7	82.0
Not stated (h)	86.6	93.7	84.3	83.1	80.9	83.9	91.6	29.3	83.4

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	97.9	97.5	98.1	98.0	97.5	97.9	97.0	95.7	97.8
Advanced diploma/diploma	95.9	95.4	96.3	96.0	94.8	96.5	95.1	95.0	95.8
Certificate I to IV (d)	93.0	93.7	93.8	93.4	91.9	93.4	90.3	86.6	93.2
year 12 or equivalent	92.3	92.8	92.5	92.3	92.2	88.7	95.8	84.4	92.4
year 11 or equivalent or below	84.4	86.9	84.6	84.8	83.3	84.2	82.7	57.7	84.6
Not stated (e)	90.3	93.0	89.3	85.7	86.2	91.3	96.1	43.6	87.1
Parental occupation (f)									
Senior management and qualified professionals	98.0	98.0	98.1	98.1	97.4	97.9	97.3	95.2	97.9
Other business managers and associate professionals	96.6	96.9	97.1	96.8	95.8	96.4	95.7	93.1	96.7
Tradespeople, clerks, skilled office, sales and service staff	94.4	95.3	95.1	94.5	93.9	94.9	94.0	89.7	94.7
Machine operators, hospitality staff, assistants and labourers	91.1	91.4	89.1	89.4	89.5	90.1	88.8	72.1	90.4
Not in paid work in previous 12 months	84.7	85.8	83.1	83.5	83.1	79.6	85.8	52.9	84.1
Not stated (g)	88.6	94.2	89.2	86.8	85.5	88.5	93.6	42.1	87.1

(a) Exempt students were not tested 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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*Source:* ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	98.3	98.5	98.4	98.2	98.1	98.4	98.0	94.2	98.3
Advanced diploma/diploma	96.9	96.9	96.2	96.7	96.4	97.3	96.9	94.7	96.7
Certificate I to IV (d)	94.4	95.2	93.7	95.1	94.5	94.0	93.7	83.7	94.4
year 12 or equivalent	93.1	94.8	92.8	93.8	94.2	90.1	92.4	84.1	93.5
year 11 or equivalent or below	85.8	88.3	84.8	85.1	86.8	87.2	86.5	54.3	85.9
Not stated (e)	91.4	95.4	89.6	88.3	90.9	94.5	94.7	34.4	88.8
Parental occupation (f)									
Senior management and qualified professionals	98.6	98.9	98.5	98.3	98.3	98.2	98.4	94.7	98.5
Other business managers and associate professionals	97.6	98.0	96.7	97.3	97.3	97.3	97.6	91.9	97.5
Tradespeople, clerks, skilled office, sales and service staff	95.6	96.5	94.7	95.8	95.6	93.8	94.9	88.8	95.5
Machine operators, hospitality staff, assistants and labourers	92.1	93.1	89.6	91.0	93.0	91.4	90.7	63.8	91.6
Not in paid work in previous 12 months	85.0	86.4	82.6	83.0	84.2	85.0	86.1	45.3	84.5
Not stated (g)	88.5	96.1	89.3	88.4	88.9	92.5	92.1	31.7	88.0

(a) Exempt students were not tested 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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*Source:* ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, 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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (d)									
Bachelor degree or above	95.9	96.4	96.1	96.5	95.8	95.1	94.9	88.8	96.0
Advanced diploma/diploma	92.5	92.8	92.0	93.7	92.8	92.4	91.7	82.6	92.5
Certificate I to IV (e)	87.0	89.3	88.2	90.8	89.6	86.1	85.8	72.4	88.1
year 12 or equivalent	87.6	90.9	87.8	89.2	89.8	82.3	85.5	72.9	88.6
year 11 or equivalent or below	75.4	80.7	76.6	78.9	80.9	77.2	74.0	40.9	77.3
Not stated (f)	84.6	91.8	83.6	82.6	84.7	87.8	89.0	24.7	82.8
Parental occupation (g)									
Senior management and qualified professionals	95.9	96.9	95.9	96.3	95.9	94.8	95.1	86.1	96.0
Other business managers and associate professionals	93.5	94.8	93.2	94.3	94.0	92.3	92.8	81.7	93.8
Tradespeople, clerks, skilled office, sales and service staff	89.7	91.8	89.9	92.0	92.0	87.4	87.9	76.6	90.5
Machine operators, hospitality staff, assistants and labourers	84.0	86.7	83.1	86.1	87.4	82.0	81.4	52.6	84.7
Not in paid work in previous 12 months	74.7	78.8	74.0	75.6	77.7	72.6	75.7	31.9	75.8
Not stated (h)	80.4	92.6	82.7	83.0	82.4	85.0	85.7	22.5	81.5

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	98.3	98.4	98.7	98.7	98.1	98.3	98.0	94.8	98.4
Advanced diploma/diploma	96.9	96.8	97.3	97.5	96.8	97.9	96.6	95.3	97.0
Certificate I to IV (d)	94.7	95.0	95.7	96.2	95.6	95.0	93.5	88.7	95.1
year 12 or equivalent	94.1	95.3	94.9	94.9	94.4	91.8	93.4	83.8	94.6
year 11 or equivalent or below	87.5	89.2	89.2	88.8	88.1	88.7	84.8	65.3	88.1
Not stated (e)	92.1	95.5	91.8	90.3	91.8	95.5	94.7	46.0	90.5
Parental occupation (f)									
Senior management and qualified professionals	98.5	98.7	98.7	98.8	98.5	98.5	98.3	95.3	98.6
Other business managers and associate professionals	97.6	97.8	97.8	97.8	97.4	97.7	97.2	94.5	97.7
Tradespeople, clerks, skilled office, sales and service staff	95.8	96.5	96.5	97.0	96.2	95.2	94.7	90.5	96.2
Machine operators, hospitality staff, assistants and labourers	93.0	93.6	92.8	93.2	94.3	92.7	90.9	72.4	93.1
Not in paid work in previous 12 months	86.3	87.2	86.7	86.3	86.2	85.3	85.7	58.4	86.3
Not stated (g)	89.6	96.3	91.8	90.5	89.9	93.9	92.4	43.9	89.9

(a) Exempt students were not tested 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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*Source:* ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	98.4	98.0	97.9	98.3	97.7	97.6	98.6	94.8	98.1
Advanced diploma/diploma	96.6	95.9	95.5	96.4	95.7	96.2	96.5	92.3	96.1
Certificate I to IV (d)	94.0	93.9	93.1	94.3	93.7	92.4	94.0	86.0	93.6
year 12 or equivalent	93.4	93.5	92.4	92.6	93.1	90.3	93.9	82.6	93.0
year 11 or equivalent or below	85.4	87.2	83.6	84.2	86.5	83.8	86.6	57.1	85.1
Not stated (e)	89.5	91.8	88.8	85.4	88.8	91.5	92.9	45.5	87.6
Parental occupation (f)									
Senior management and qualified professionals	98.5	98.3	98.0	98.1	98.1	97.3	98.6	93.9	98.2
Other business managers and associate professionals	97.2	96.9	96.2	96.4	96.5	95.1	96.9	91.8	96.7
Tradespeople, clerks, skilled office, sales and service staff	95.0	95.3	93.3	95.0	94.3	93.9	95.5	86.4	94.6
Machine operators, hospitality staff, assistants and labourers	91.3	91.9	88.6	89.4	91.7	88.9	90.7	70.7	90.7
Not in paid work in previous 12 months	84.9	84.8	80.6	78.6	85.8	78.4	88.2	49.0	83.3
Not stated (g)	88.2	92.1	88.4	86.0	86.5	90.2	91.4	41.9	87.2

(a) Exempt students were not tested 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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*Source:* ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, 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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (d)									
Bachelor degree or above	93.7	94.4	92.6	93.6	92.2	92.5	93.4	82.5	93.5
Advanced diploma/diploma	87.0	88.4	85.8	88.4	87.5	85.9	85.4	75.4	87.2
Certificate I to IV (e)	78.5	83.0	80.3	82.8	80.2	78.5	80.4	66.0	80.4
year 12 or equivalent	81.1	84.1	80.6	82.2	82.1	78.3	83.2	60.7	81.8
year 11 or equivalent or below	62.6	72.2	66.1	66.8	67.8	63.4	61.0	38.3	66.3
Not stated (f)	73.2	86.8	75.6	73.1	75.5	75.0	81.8	32.1	74.6
Parental occupation (g)									
Senior management and qualified professionals	93.2	94.7	92.2	93.0	92.4	91.9	92.5	81.5	93.1
Other business managers and associate professionals	88.5	90.7	88.0	88.6	88.3	85.4	88.9	76.6	88.8
Tradespeople, clerks, skilled office, sales and service staff	81.7	86.1	81.2	84.3	83.6	82.8	83.0	64.1	83.1
Machine operators, hospitality staff, assistants and labourers	73.5	79.1	72.7	74.8	75.7	69.3	73.7	50.7	75.1
Not in paid work in previous 12 months	63.0	70.8	63.7	60.3	65.7	58.2	77.4	29.4	65.7
Not stated (h)	70.3	87.8	74.5	72.9	70.6	71.2	76.8	27.6	72.5

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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, 2013 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	97.7	97.4	97.1	97.6	96.9	96.6	97.9	93.2	97.4
Advanced diploma/diploma	94.1	93.9	93.5	94.3	94.3	93.6	93.3	90.2	93.9
Certificate I to IV (d)	89.2	90.9	90.1	92.1	89.8	89.1	88.7	81.7	90.0
year 12 or equivalent	89.8	91.1	89.1	90.8	90.0	86.8	89.0	79.9	90.0
year 11 or equivalent or below	77.6	82.7	79.2	80.0	79.7	76.5	77.2	54.6	79.3
Not stated (e)	84.1	91.0	85.4	82.9	85.3	86.3	88.0	44.2	84.2
Parental occupation (f)									
Senior management and qualified professionals	97.3	97.5	97.0	97.0	97.0	96.6	97.2	92.6	97.2
Other business managers and associate professionals	95.0	95.6	94.7	95.3	95.1	92.9	95.6	88.4	95.1
Tradespeople, clerks, skilled office, sales and service staff	91.4	93.0	90.7	92.2	91.9	91.2	91.1	83.3	91.7
Machine operators, hospitality staff, assistants and labourers	85.6	88.3	84.5	86.6	86.4	83.3	84.6	66.6	86.2
Not in paid work in previous 12 months	77.0	80.1	74.5	73.4	78.1	70.1	76.6	47.8	77.2
Not stated (g)	82.2	92.0	84.9	83.4	81.5	83.9	85.5	39.9	83.1

(a) Exempt students were not tested 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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*Source:* ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.25 NAPLAN mean scale scores for reading year 3 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	363.6	380.1	349.8	320.8	331.0	372.7	375.0	265.8	343.7
Non-Indigenous students	427.2	435.0	412.3	413.1	413.4	416.8	443.8	397.1	423.4
Geolocation									
Metropolitan	429.3	438.5	413.8	415.2	416.2	420.2	442.0	..	426.2
Provincial	407.4	420.0	397.0	391.4	395.3	411.4	np	383.6	405.1
Remote	376.6	400.3	376.7	378.2	397.7	386.4	..	355.8	377.2
Very remote	376.7	..	344.8	332.1	314.8	np	..	253.1	311.7
<b>Total (c)</b>	<b>424.0</b>	<b>434.1</b>	<b>407.7</b>	<b>406.1</b>	<b>409.6</b>	<b>414.9</b>	<b>441.9</b>	<b>339.1</b>	<b>419.1</b>

(a) Exempt students were not tested 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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.26 NAPLAN mean scale scores for writing year 3 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	365.4	389.5	349.3	316.7	325.3	371.8	369.9	233.1	340.7
Non-Indigenous students	425.3	430.4	410.8	412.5	404.9	405.6	422.6	387.5	420.0
Geolocation									
Metropolitan	429.4	434.5	412.1	414.1	407.0	406.3	421.0	..	423.5
Provincial	399.2	414.3	397.1	392.9	390.0	401.1	np	377.3	400.6
Remote	374.1	415.7	383.7	375.8	387.1	366.8	..	333.5	373.5
Very remote	371.1	..	330.6	323.9	294.6	np	..	214.0	291.3
<b>Total (d)</b>	<b>422.2</b>	<b>429.7</b>	<b>406.2</b>	<b>405.3</b>	<b>401.2</b>	<b>402.9</b>	<b>421.0</b>	<b>319.8</b>	<b>415.6</b>

(a) Exempt students were not tested 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 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.27 NAPLAN mean scale scores for numeracy, year 3 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	349.6	363.6	334.0	315.7	319.8	358.5	362.9	271.1	332.3
Non-Indigenous students	406.5	410.2	390.4	393.2	382.8	391.6	414.7	380.1	400.6
Geolocation									
Metropolitan	409.2	413.6	391.3	395.1	384.6	395.1	413.3	..	403.4
Provincial	386.0	395.6	377.8	375.3	369.3	386.9	np	369.0	383.8
Remote	360.1	389.4	358.0	360.2	375.3	359.2	..	343.4	359.4
Very remote	357.3	..	329.1	325.2	310.7	np	..	262.1	307.1
<b>Total (c)</b>	<b>403.6</b>	<b>409.4</b>	<b>386.2</b>	<b>387.3</b>	<b>379.9</b>	<b>390.2</b>	<b>413.2</b>	<b>332.0</b>	<b>396.9</b>

(a) Exempt students were not tested 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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.28 NAPLAN mean scale scores for reading, year 5 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	456.0	470.9	445.2	423.7	433.5	462.5	474.6	370.0	439.4
Non-Indigenous students	509.1	510.7	501.1	501.3	494.6	498.5	520.3	491.9	505.9
Geolocation									
Metropolitan	511.1	513.1	502.0	502.3	496.3	501.9	519.4	..	507.9
Provincial	492.5	500.6	489.4	486.2	482.2	491.4	np	479.4	492.0
Remote	464.5	505.0	466.9	469.4	490.6	500.9	..	465.7	471.7
Very remote	452.0	..	439.7	430.9	432.5	np	..	355.2	407.8
<b>Total (c)</b>	<b>506.4</b>	<b>510.1</b>	<b>497.0</b>	<b>495.4</b>	<b>491.9</b>	<b>496.1</b>	<b>519.2</b>	<b>437.4</b>	<b>502.3</b>

(a) Exempt students were not tested 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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.



**Table NEA.2.29 NAPLAN mean scale scores for writing, year 5 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	424.8	446.6	411.2	380.1	386.8	427.5	443.8	293.0	400.2
Non-Indigenous students	486.9	490.4	474.4	477.7	468.2	468.4	487.2	461.3	482.4
Geolocation									
Metropolitan	491.0	494.7	476.0	478.9	471.3	469.1	486.3	..	485.9
Provincial	461.6	474.4	459.6	458.8	450.6	461.5	np	447.1	462.8
Remote	427.7	462.0	440.4	439.1	455.5	465.3	..	427.1	439.6
Very remote	405.5	..	406.3	389.1	365.1	np	..	266.4	349.8
<b>Total (d)</b>	<b>483.7</b>	<b>489.7</b>	<b>469.8</b>	<b>470.4</b>	<b>464.6</b>	<b>464.9</b>	<b>486.1</b>	<b>385.9</b>	<b>477.9</b>

(a) Exempt students were not tested 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 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.30 NAPLAN mean scale scores for numeracy, year 5 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	431.6	446.8	423.5	401.0	406.4	436.9	447.2	360.8	417.4
Non-Indigenous students	496.4	493.7	485.7	484.0	470.2	473.2	499.3	471.3	489.8
Geolocation									
Metropolitan	500.0	497.3	486.8	486.4	472.0	475.6	498.1	..	493.0
Provincial	472.1	479.7	472.1	462.7	457.8	467.2	np	459.6	471.5
Remote	444.2	482.9	447.7	447.0	459.3	465.5	..	442.6	448.8
Very remote	424.3	..	420.5	410.7	409.4	np	..	351.1	393.2
<b>Total (c)</b>	<b>493.1</b>	<b>493.0</b>	<b>481.1</b>	<b>477.6</b>	<b>467.4</b>	<b>471.0</b>	<b>497.9</b>	<b>421.9</b>	<b>485.8</b>

(a) Exempt students were not tested 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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.31 NAPLAN mean scale scores for reading, year 7 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	487.4	499.7	479.6	460.1	475.5	501.9	523.2	391.2	472.4
Non-Indigenous students	547.1	547.6	537.5	544.5	538.7	538.5	561.7	530.8	544.3
Geolocation									
Metropolitan	548.9	550.4	538.2	545.3	540.0	540.9	560.6	..	546.3
Provincial	529.8	536.0	526.4	529.7	527.9	533.2	..	515.4	530.1
Remote	485.6	546.7	504.3	514.1	523.7	500.4	..	486.6	506.5
Very remote	489.4	..	470.6	461.9	461.8	np	..	369.9	434.1
<b>Total (c)</b>	<b>544.1</b>	<b>546.9</b>	<b>533.5</b>	<b>538.4</b>	<b>535.9</b>	<b>536.3</b>	<b>560.6</b>	<b>468.6</b>	<b>540.6</b>

(a) Exempt students were not tested 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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.32 NAPLAN mean scale scores for writing, year 7 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	452.0	467.2	457.4	426.6	441.2	470.2	478.9	317.8	437.4
Non-Indigenous students	520.0	525.3	519.2	524.6	520.5	507.9	528.3	499.6	521.4
Geolocation									
Metropolitan	525.0	530.7	521.2	526.4	523.1	509.5	526.7	..	525.5
Provincial	491.1	504.6	503.9	505.5	505.2	502.5	..	484.7	499.9
Remote	437.5	508.1	489.0	488.6	497.2	495.5	..	437.7	477.9
Very remote	446.6	..	447.6	426.0	415.9	np	..	283.0	383.5
<b>Total (d)</b>	<b>516.6</b>	<b>524.4</b>	<b>514.9</b>	<b>517.6</b>	<b>517.1</b>	<b>505.6</b>	<b>526.7</b>	<b>418.4</b>	<b>517.0</b>

(a) Exempt students were not tested 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 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.33 NAPLAN mean scale scores for numeracy, year 7 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	485.5	493.3	484.8	465.1	472.4	494.4	502.1	417.4	475.7
Non-Indigenous students	550.7	546.5	542.4	547.7	533.5	530.1	551.2	524.0	545.8
Geolocation									
Metropolitan	554.7	550.4	543.9	550.1	534.9	529.5	549.7	..	549.1
Provincial	525.5	531.1	529.7	528.4	522.1	526.7	..	510.0	527.5
Remote	484.6	535.9	507.2	514.5	521.5	492.8	..	490.5	507.4
Very remote	481.4	..	478.0	466.7	464.9	np	..	405.4	449.4
<b>Total (c)</b>	<b>547.5</b>	<b>545.7</b>	<b>538.5</b>	<b>541.7</b>	<b>530.8</b>	<b>527.7</b>	<b>549.7</b>	<b>476.5</b>	<b>542.1</b>

(a) Exempt students were not tested 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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.34 NAPLAN mean scale scores for reading, year 9 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	531.1	543.6	523.2	506.3	524.5	539.9	548.9	456.2	520.1
Non-Indigenous students	587.1	585.7	575.9	585.2	578.6	579.9	600.9	576.1	583.6
Geolocation									
Metropolitan	588.5	587.6	577.1	585.2	580.2	580.1	599.5	..	585.1
Provincial	570.8	575.7	563.6	570.8	568.7	572.8	..	561.5	570.0
Remote	529.0	586.0	533.5	552.5	565.3	np	..	531.7	545.2
Very remote	523.9	..	508.5	509.4	525.6	np	..	421.6	483.8
<b>Total (c)</b>	<b>584.0</b>	<b>584.6</b>	<b>572.4</b>	<b>579.7</b>	<b>576.6</b>	<b>575.8</b>	<b>599.5</b>	<b>528.2</b>	<b>580.2</b>

(a) Exempt students were not tested 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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.35 NAPLAN mean scale scores for writing, year 9 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	475.9	504.4	487.9	459.0	481.1	493.7	511.9	364.9	471.0
Non-Indigenous students	558.1	565.0	552.8	561.6	553.6	547.5	571.5	540.4	558.7
Geolocation									
Metropolitan	563.1	571.0	556.3	563.3	559.1	547.4	569.9	..	563.3
Provincial	526.0	543.3	533.1	537.2	531.4	537.0	..	522.8	533.5
Remote	472.0	558.4	494.4	514.9	528.2	np	..	465.7	500.2
Very remote	453.2	..	469.2	462.6	475.2	np	..	312.3	418.3
<b>Total (d)</b>	<b>553.7</b>	<b>564.0</b>	<b>548.6</b>	<b>554.4</b>	<b>551.0</b>	<b>541.2</b>	<b>569.9</b>	<b>470.1</b>	<b>554.1</b>

(a) Exempt students were not tested 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 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.36 NAPLAN mean scale scores for numeracy, year 9 students, by State and Territory, by Indigenous status and geolocation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous status									
Indigenous students	515.4	527.2	512.4	497.9	512.1	526.5	526.2	451.6	507.9
Non-Indigenous students	596.3	589.5	577.5	590.9	574.2	570.7	598.9	571.0	587.8
Geolocation									
Metropolitan	601.0	593.0	578.9	592.7	576.0	569.1	596.9	..	591.2
Provincial	564.8	574.6	561.8	569.4	561.6	562.9	..	554.5	566.2
Remote	515.8	588.2	526.0	544.5	561.4	np	..	522.6	537.6
Very remote	509.2	..	499.5	497.1	518.5	np	..	427.4	478.6
<b>Total (c)</b>	<b>591.9</b>	<b>588.4</b>	<b>573.2</b>	<b>584.4</b>	<b>571.7</b>	<b>565.5</b>	<b>596.9</b>	<b>523.3</b>	<b>583.6</b>

(a) Exempt students were not tested 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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.



**Table NEA.2.37 NAPLAN mean scale scores for reading, year 3 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	461.1	464.2	447.9	445.7	449.4	468.4	464.5	422.5	457.2
Advanced diploma/diploma	421.2	429.0	409.6	410.8	412.6	416.2	424.1	393.2	419.0
Certificate I to IV (d)	401.4	412.9	393.1	391.5	397.5	403.4	408.0	362.5	400.7
year 12 or equivalent	403.9	414.9	389.4	393.2	396.7	398.5	405.4	365.9	400.8
year 11 or equivalent or below	369.7	386.2	360.5	360.1	362.3	366.9	381.2	283.9	368.5
Not stated (e)	411.6	438.9	388.9	381.8	386.2	421.4	454.9	276.5	393.7
Parental occupation (f)									
Senior management and qualified professionals	461.5	468.7	447.6	445.4	448.2	465.9	466.2	415.8	457.6
Other business managers and associate professionals	436.3	444.5	420.5	418.8	424.1	426.7	440.3	394.9	432.7
Tradespeople, clerks, skilled office, sales and service staff	410.8	423.0	398.4	399.9	405.0	410.0	422.8	367.9	409.3
Machine operators, hospitality staff, assistants and labourers	393.6	405.6	378.9	381.5	390.2	388.7	390.1	323.9	392.2
Not in paid work in previous 12 months	380.3	395.8	366.8	365.1	374.3	365.3	391.5	278.2	380.1
Not stated (g)	394.7	443.8	387.4	383.1	380.0	409.0	427.2	270.7	388.9

(a) Exempt students were not tested 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, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source: ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.38 NAPLAN mean scale scores for writing, year 3 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (d)									
Bachelor degree or above	447.4	447.0	436.1	433.5	429.6	435.3	435.6	402.5	442.0
Advanced diploma/diploma	425.2	428.0	411.4	414.8	408.1	407.9	411.8	382.9	420.3
Certificate I to IV (e)	406.8	416.5	397.6	399.1	393.8	398.9	400.6	358.2	404.5
year 12 or equivalent	411.2	421.9	394.4	400.5	395.1	397.6	403.0	356.2	406.4
year 11 or equivalent or below	378.6	398.7	365.1	366.5	362.6	369.6	368.7	270.2	375.7
Not stated (f)	409.1	435.2	387.2	378.4	378.9	396.1	423.0	240.2	388.2
Parental occupation (g)									
Senior management and qualified professionals	446.9	448.4	435.8	432.7	429.4	434.1	434.7	398.6	441.4
Other business managers and associate professionals	432.3	436.1	419.2	418.9	414.3	417.0	420.8	382.0	427.6
Tradespeople, clerks, skilled office, sales and service staff	416.5	425.4	402.9	405.9	401.2	405.2	415.2	365.2	412.8
Machine operators, hospitality staff, assistants and labourers	403.1	414.2	384.8	390.9	387.7	387.1	385.5	315.9	399.5
Not in paid work in previous 12 months	385.2	403.0	367.3	368.3	369.3	363.7	388.2	255.7	383.7
Not stated (h)	397.8	439.6	386.4	382.9	375.6	388.6	409.2	235.5	386.9

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.39 NAPLAN mean scale scores for numeracy, year 3 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	437.3	434.3	419.3	421.2	413.0	434.0	433.5	398.3	429.8
Advanced diploma/diploma	401.4	403.7	387.6	390.1	381.6	394.8	399.3	373.2	396.5
Certificate I to IV (d)	383.0	391.1	374.9	375.6	370.5	381.4	380.7	351.5	381.0
year 12 or equivalent	385.5	394.8	371.0	376.0	368.5	375.6	382.9	355.7	381.3
year 11 or equivalent or below	355.0	371.1	347.1	348.2	341.4	350.9	362.7	287.8	354.1
Not stated (e)	390.3	416.6	370.1	366.4	359.6	390.1	422.5	282.0	374.6
Parental occupation (f)									
Senior management and qualified professionals	435.9	436.6	418.3	419.5	410.5	431.5	435.9	391.2	428.8
Other business managers and associate professionals	414.7	417.0	398.0	397.9	392.6	401.8	410.8	377.8	408.6
Tradespeople, clerks, skilled office, sales and service staff	392.6	399.8	379.6	381.6	375.9	389.5	394.5	356.4	388.9
Machine operators, hospitality staff, assistants and labourers	378.1	387.7	362.8	367.3	365.3	366.1	366.4	324.4	375.3
Not in paid work in previous 12 months	364.6	379.6	350.7	352.6	349.5	350.1	372.4	283.2	364.2
Not stated (g)	376.7	421.3	368.5	369.0	355.8	381.2	400.5	276.2	370.8

(a) Exempt students were not tested 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, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source: ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.40 NAPLAN mean scale scores for reading, year 5 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	539.5	536.3	529.8	529.6	522.1	540.5	538.5	513.2	534.7
Advanced diploma/diploma	507.3	507.5	501.0	500.5	498.1	507.7	506.7	481.8	504.6
Certificate I to IV (d)	489.0	494.1	486.0	485.3	483.4	488.7	488.7	467.1	488.6
year 12 or equivalent	491.0	496.5	484.3	484.0	482.9	477.7	503.9	458.3	489.2
year 11 or equivalent or below	462.7	474.5	460.4	458.2	460.2	458.2	471.3	405.7	463.4
Not stated (e)	494.7	514.6	483.6	474.5	477.1	496.1	519.7	381.5	483.6
Parental occupation (f)									
Senior management and qualified professionals	539.6	539.4	528.9	529.0	523.5	536.8	540.9	506.6	534.9
Other business managers and associate professionals	517.5	518.7	508.0	506.3	501.8	511.8	518.0	494.1	513.7
Tradespeople, clerks, skilled office, sales and service staff	496.6	501.2	491.2	489.5	488.1	492.5	497.6	468.4	495.0
Machine operators, hospitality staff, assistants and labourers	481.8	488.1	474.3	474.8	476.3	473.6	483.8	433.2	480.7
Not in paid work in previous 12 months	468.3	480.7	462.1	464.7	464.2	453.7	474.6	399.3	469.9
Not stated (g)	484.0	519.6	479.9	474.6	472.2	483.8	511.1	376.0	479.3

(a) Exempt students were not tested 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, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

*Source:* ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.



**Table NEA.2.41 NAPLAN mean scale scores for writing, year 5 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (d)									
Bachelor degree or above	511.5	509.6	499.8	500.7	495.2	498.6	502.4	476.5	506.2
Advanced diploma/diploma	487.1	488.6	476.5	479.0	472.4	479.1	479.0	454.4	483.1
Certificate I to IV (e)	469.3	476.7	460.5	464.8	456.4	461.4	462.6	432.9	467.2
year 12 or equivalent	474.8	482.6	460.4	463.3	461.5	455.5	471.5	428.8	470.4
year 11 or equivalent or below	442.2	460.9	431.8	433.5	428.7	431.2	446.1	350.1	440.9
Not stated (f)	469.8	493.9	454.7	445.2	445.9	456.7	481.5	305.2	453.6
Parental occupation (g)									
Senior management and qualified professionals	510.2	510.6	499.4	500.0	494.8	498.7	501.4	470.8	505.2
Other business managers and associate professionals	494.2	496.6	482.3	482.3	478.2	478.5	489.3	456.2	489.7
Tradespeople, clerks, skilled office, sales and service staff	478.1	484.1	466.5	469.8	464.4	465.7	471.9	436.7	474.7
Machine operators, hospitality staff, assistants and labourers	465.4	474.2	447.4	455.8	448.8	447.4	466.8	394.8	461.5
Not in paid work in previous 12 months	446.9	464.6	431.9	437.0	430.1	424.0	451.1	339.0	447.1
Not stated (h)	461.4	499.7	451.3	446.7	441.6	451.0	474.1	300.8	451.1

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.42 NAPLAN mean scale scores for numeracy, year 5 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	532.9	521.9	516.4	515.9	502.8	514.3	521.9	489.9	522.6
Advanced diploma/diploma	493.0	488.2	485.7	482.1	471.5	482.3	481.8	460.9	487.3
Certificate I to IV (d)	470.8	474.9	469.4	465.0	456.3	464.2	459.2	446.4	469.4
year 12 or equivalent	476.7	478.4	468.3	464.8	459.1	451.5	478.8	437.4	471.7
year 11 or equivalent or below	443.1	456.3	441.7	438.6	433.0	432.6	436.6	389.6	443.4
Not stated (e)	478.7	500.3	465.2	454.6	450.9	473.5	501.0	375.6	465.7
Parental occupation (f)									
Senior management and qualified professionals	529.6	523.0	514.7	514.0	502.2	510.7	526.3	483.4	520.8
Other business managers and associate professionals	505.5	501.0	494.1	489.5	477.2	486.2	494.0	474.1	498.0
Tradespeople, clerks, skilled office, sales and service staff	480.1	483.6	475.4	469.9	462.4	468.6	471.6	450.6	477.2
Machine operators, hospitality staff, assistants and labourers	468.1	471.5	456.5	454.5	448.6	448.7	451.0	415.2	463.3
Not in paid work in previous 12 months	450.2	462.9	443.8	443.2	437.7	426.6	445.2	383.3	450.9
Not stated (g)	469.8	506.4	461.5	456.2	448.2	460.4	488.0	368.3	462.0

(a) Exempt students were not tested 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, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source: ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.43 NAPLAN mean scale scores for reading, year 7 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	581.0	575.5	569.1	574.3	569.6	582.3	583.9	550.4	575.9
Advanced diploma/diploma	545.8	544.9	537.5	543.3	542.5	552.7	544.3	527.2	543.4
Certificate I to IV (d)	525.9	530.4	522.5	527.4	526.3	524.9	534.2	498.8	526.2
year 12 or equivalent	527.7	535.4	521.9	528.4	528.2	519.7	534.8	500.8	528.0
year 11 or equivalent or below	497.7	509.7	496.3	498.2	502.3	499.8	502.3	436.2	500.0
Not stated (e)	535.3	557.4	519.0	518.4	525.5	546.0	555.6	401.0	525.1
Parental occupation (f)									
Senior management and qualified professionals	579.4	577.1	567.8	572.2	568.2	578.5	582.9	544.7	574.8
Other business managers and associate professionals	555.0	556.5	544.2	548.5	546.3	551.0	557.9	527.5	551.8
Tradespeople, clerks, skilled office, sales and service staff	534.1	539.0	526.8	532.0	533.1	529.4	540.8	511.6	533.3
Machine operators, hospitality staff, assistants and labourers	517.5	522.5	507.3	515.8	520.8	511.9	524.1	452.4	516.3
Not in paid work in previous 12 months	500.2	514.2	498.8	500.1	503.6	496.5	540.9	422.6	504.2
Not stated (g)	521.7	559.5	516.4	517.4	516.6	534.5	543.2	391.6	519.7

(a) Exempt students were not tested 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, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source: ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.44 NAPLAN mean scale scores for writing, year 7 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (d)									
Bachelor degree or above	550.3	550.1	548.0	550.4	549.3	545.5	546.6	520.6	549.4
Advanced diploma/diploma	520.8	523.1	520.8	524.9	526.8	519.0	515.2	495.9	521.9
Certificate I to IV (e)	499.3	508.1	505.4	509.2	507.8	498.0	503.7	466.5	503.9
year 12 or equivalent	506.2	519.0	506.3	510.8	512.5	491.2	507.5	470.2	509.9
year 11 or equivalent or below	470.8	489.0	477.1	480.4	485.1	473.4	472.5	385.6	477.4
Not stated (f)	506.9	536.3	499.0	494.8	502.9	509.2	520.6	321.7	499.2
Parental occupation (g)									
Senior management and qualified professionals	547.8	550.8	546.4	547.7	547.7	542.2	545.2	513.0	547.6
Other business managers and associate professionals	527.8	532.9	527.2	528.7	529.2	518.6	527.2	491.6	528.7
Tradespeople, clerks, skilled office, sales and service staff	509.4	518.4	510.1	515.1	517.7	503.7	510.7	477.0	512.6
Machine operators, hospitality staff, assistants and labourers	492.9	502.9	491.3	498.8	501.4	485.5	498.2	418.1	495.7
Not in paid work in previous 12 months	472.1	491.8	476.7	478.5	483.5	466.2	501.0	362.5	479.5
Not stated (h)	494.4	539.6	496.4	495.3	495.5	500.5	509.6	314.9	494.9

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.



**Table NEA.2.45 NAPLAN mean scale scores for numeracy, year 7 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	590.2	576.1	575.1	580.6	567.4	570.4	572.9	539.7	580.3
Advanced diploma/diploma	547.2	541.9	541.3	545.2	537.1	542.2	533.3	520.9	543.3
Certificate I to IV (d)	523.6	526.0	527.2	528.1	519.5	518.6	520.0	497.9	524.7
year 12 or equivalent	533.3	536.7	527.8	532.0	521.5	513.6	523.0	492.4	530.8
year 11 or equivalent or below	498.9	508.4	502.0	502.3	496.6	494.3	492.3	451.6	501.1
Not stated (e)	539.4	561.3	522.3	520.7	520.1	531.3	549.0	427.2	527.7
Parental occupation (f)									
Senior management and qualified professionals	584.3	575.6	572.0	576.4	565.0	566.3	572.6	535.0	576.6
Other business managers and associate professionals	557.9	554.5	549.8	551.1	542.6	543.0	544.3	524.3	553.0
Tradespeople, clerks, skilled office, sales and service staff	535.1	535.5	532.2	534.6	525.7	523.3	525.9	504.8	533.3
Machine operators, hospitality staff, assistants and labourers	522.2	522.9	513.3	520.8	513.1	505.5	514.0	462.2	518.9
Not in paid work in previous 12 months	502.3	514.5	503.5	504.8	496.9	489.2	520.8	441.7	505.6
Not stated (g)	525.8	564.4	520.5	519.9	512.2	522.3	537.6	419.1	522.6

(a) Exempt students were not tested 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, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source: ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.46 NAPLAN mean scale scores for reading, year 9 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	620.0	614.4	607.9	615.2	609.8	621.3	623.2	594.7	615.1
Advanced diploma/diploma	589.3	586.1	577.7	585.1	583.1	592.4	589.3	572.4	585.2
Certificate I to IV (d)	568.9	570.0	562.6	570.8	568.2	569.1	572.7	551.3	567.9
year 12 or equivalent	572.9	574.0	561.4	570.2	567.4	567.8	577.1	543.1	569.6
year 11 or equivalent or below	542.7	550.7	537.8	540.8	545.9	538.3	547.5	492.4	543.2
Not stated (e)	568.8	588.2	560.7	561.6	565.2	574.1	591.3	478.0	564.7
Parental occupation (f)									
Senior management and qualified professionals	618.8	616.2	606.4	611.6	608.5	615.9	621.6	589.9	613.9
Other business managers and associate professionals	595.4	594.1	581.9	588.1	587.0	590.3	596.1	573.4	590.8
Tradespeople, clerks, skilled office, sales and service staff	575.0	577.0	564.4	572.7	572.2	574.7	581.9	550.2	572.7
Machine operators, hospitality staff, assistants and labourers	560.4	562.4	549.0	555.9	558.4	550.4	560.8	519.4	557.9
Not in paid work in previous 12 months	546.5	554.6	538.8	537.0	547.3	534.4	562.1	479.0	547.0
Not stated (g)	561.8	591.1	557.7	559.4	555.5	565.4	579.8	465.9	560.0

(a) Exempt students were not tested 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, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source: ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.47 NAPLAN mean scale scores for writing, year 9 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (d)									
Bachelor degree or above	597.7	598.0	588.0	593.6	591.4	591.4	595.9	560.0	594.8
Advanced diploma/diploma	562.3	565.9	555.8	565.3	562.2	556.2	559.7	531.7	561.9
Certificate I to IV (e)	534.9	545.4	538.5	545.6	539.7	537.2	541.2	504.6	539.5
year 12 or equivalent	546.1	555.5	540.2	545.1	545.2	538.2	548.3	493.2	546.6
year 11 or equivalent or below	500.1	523.7	507.4	508.3	511.1	499.1	505.4	427.7	508.4
Not stated (f)	532.6	574.7	532.8	530.1	535.0	529.4	559.5	395.9	533.5
Parental occupation (g)									
Senior management and qualified professionals	594.9	599.5	586.7	590.2	590.7	588.9	592.8	554.2	592.8
Other business managers and associate professionals	568.9	574.8	562.0	567.2	566.3	560.3	567.9	535.0	568.2
Tradespeople, clerks, skilled office, sales and service staff	544.9	555.6	540.2	548.5	547.5	544.5	556.7	505.0	547.2
Machine operators, hospitality staff, assistants and labourers	526.8	538.5	520.8	527.0	527.3	513.1	526.9	462.9	528.6
Not in paid work in previous 12 months	503.9	527.9	505.4	499.9	510.2	486.1	543.2	403.5	512.0
Not stated (h)	523.7	578.7	530.5	527.9	522.4	521.2	542.3	379.5	527.5

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

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

(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, 2013 (scale score) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(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 (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

**Table NEA.2.48 NAPLAN mean scale scores for numeracy, year 9 students, by State and Territory, by parental education and parental occupation, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Parental education (c)									
Bachelor degree or above	645.5	627.4	614.8	629.1	614.1	615.6	629.3	591.7	630.2
Advanced diploma/diploma	597.2	586.3	576.2	587.0	579.1	582.3	578.6	564.6	587.1
Certificate I to IV (d)	566.5	567.0	560.8	571.1	559.1	559.3	562.4	542.0	564.9
year 12 or equivalent	580.0	576.8	561.4	574.0	560.2	559.5	565.3	536.2	571.7
year 11 or equivalent or below	536.5	547.9	533.0	538.8	534.4	525.4	537.9	487.5	537.9
Not stated (e)	569.6	601.1	561.8	564.9	559.5	556.7	583.6	476.2	566.1
Parental occupation (f)									
Senior management and qualified professionals	638.0	625.2	611.5	622.2	610.6	611.9	627.0	586.4	624.7
Other business managers and associate professionals	606.5	599.0	584.7	594.3	584.6	581.8	594.6	563.5	596.4
Tradespeople, clerks, skilled office, sales and service staff	577.8	577.5	563.2	573.4	565.4	567.2	567.7	545.1	572.7
Machine operators, hospitality staff, assistants and labourers	564.0	562.6	546.3	558.3	548.3	537.8	549.6	512.6	557.6
Not in paid work in previous 12 months	542.8	553.5	531.3	533.6	532.3	515.6	540.5	476.4	542.6
Not stated (g)	562.8	608.7	557.3	561.6	548.6	549.6	571.8	462.3	560.5

(a) Exempt students were not tested 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, 2013 (scale score) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(g) Parental occupation may not have been stated on enrolment forms. See table NEA.2.49 for further detail.

Source: ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, 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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of students with parental education not stated									
year 3 reading	4.8	3.6	12.2	15.1	11.7	9.0	8.0	30.3	8.2
year 3 writing	4.8	3.6	12.2	15.1	11.7	9.0	8.0	30.3	8.2
year 3 numeracy	4.8	3.6	12.2	15.1	11.7	9.0	8.0	30.3	8.2
year 5 reading	6.7	4.3	13.3	16.5	13.4	7.3	13.0	34.3	9.5
year 5 writing	6.7	4.3	13.4	16.5	13.4	7.3	13.0	34.3	9.5
year 5 numeracy	6.7	4.3	13.3	16.5	13.4	7.3	13.0	34.3	9.5
year 7 reading	6.6	5.8	13.1	18.3	17.3	11.7	14.9	33.8	10.4
year 7 writing	6.6	5.8	13.1	18.3	17.3	11.7	14.9	33.8	10.4
year 7 numeracy	6.6	5.8	13.1	18.3	17.3	11.7	14.9	33.8	10.4
year 9 reading	9.3	5.1	18.1	16.4	13.6	9.0	11.5	30.8	11.5
year 9 writing	9.3	5.1	18.1	16.4	13.6	9.0	11.5	30.8	11.5
year 9 numeracy	9.3	5.1	18.1	16.4	13.6	9.0	11.5	30.8	11.5
Proportion of students with parental occupation not stated									
year 3 reading	10.9	3.1	18.9	24.4	20.8	12.6	15.1	30.5	13.3
year 3 writing	10.9	3.1	18.9	24.4	20.8	12.6	15.1	30.5	13.3
year 3 numeracy	10.9	3.1	18.9	24.4	20.9	12.6	15.2	30.5	13.3
year 5 reading	12.1	3.8	19.0	24.6	21.0	11.2	19.1	35.0	13.9
year 5 writing	12.1	3.8	19.0	24.6	21.0	11.2	19.1	35.0	13.9
year 5 numeracy	12.1	3.8	19.0	24.6	21.0	11.2	19.1	35.0	13.9
year 7 reading	11.2	5.6	17.3	24.4	22.5	15.5	20.1	33.7	13.9
year 7 writing	11.2	5.6	17.3	24.4	22.5	15.5	20.1	33.7	13.9
year 7 numeracy	11.2	5.6	17.3	24.4	22.5	15.5	20.1	33.7	13.9
year 9 reading	15.1	4.3	24.0	21.7	19.3	13.3	17.1	30.0	15.6
year 9 writing	15.1	4.3	24.0	21.7	19.3	13.3	17.1	30.0	15.6
year 9 numeracy	15.1	4.3	24.0	21.7	19.3	13.3	17.1	30.0	15.6

**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, 2013 (per cent) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(a) Parental education and parental occupation may not have been stated on enrolment forms.

(b) From 2012, the NAPLAN writing test was assessed on a persuasive task, rather than the narrative task used in previous years. Results for NAPLAN writing from 2012 are not comparable with results for years prior to 2012.

*Source:* ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, Sydney.

# **NEA Indicator 3**

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

**Table NEA.3.1 Proportion of students that achieved at each level in the overall reading literacy scale, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD average</i>
Estimate											
Level 5 and Level 6 (b)	%	13.4	11.3	11.0	12.7	8.1	6.7	15.2	6.5	11.7	8.4
Level 6 (c)	%	2.3	2.0	2.0	1.9	0.7	0.6	2.1	0.3	1.9	1.1
Level 5	%	11.1	9.3	9.0	10.8	7.4	6.1	13.1	6.2	9.8	7.3
Level 4	%	23.2	24.4	22.2	25.1	21.8	18.8	27.8	19.5	23.3	21.0
Level 3 and above (d)	%	63.6	67.5	62.0	66.9	60.5	52.8	71.6	51.6	64.2	58.6
Level 3	%	27.0	31.8	28.9	29.1	30.6	27.2	28.6	25.6	29.1	29.1
Level 2	%	21.6	20.4	23.0	20.8	23.8	26.3	15.7	19.9	21.6	23.5
Level 1 and below (e)	%	14.8	12.1	15.0	12.3	15.7	21.0	12.7	28.5	14.2	18.0
Level 1A (c)	%	10.2	9.2	11.1	9.3	11.4	13.9	7.4	13.8	10.2	12.3
Level 1B (c)	%	3.6	2.4	3.1	2.4	3.4	5.0	3.8	7.3	3.1	4.4
Below Level 1B (c)	%	1.1	0.5	0.8	0.6	0.9	2.0	1.5	7.4	0.9	1.3
Relative standard error											
Level 5 and Level 6 (b)	%	8.9	10.5	10.4	8.8	12.3	17.4	10.8	34.8	4.6	na
Level 6 (c)	%	18.2	24.3	20.4	24.9	43.0	53.3	36.4	120.9	9.6	3.7
Level 5	%	8.9	10.0	10.0	9.2	12.0	18.8	13.5	34.9	4.7	1.4
Level 4	%	4.5	4.6	6.6	5.0	8.7	10.3	9.5	15.9	2.2	0.8
Level 3 and above (d)	%	2.1	2.2	2.3	2.2	3.1	4.1	2.4	6.4	1.0	na
Level 3	%	3.6	4.0	4.5	4.4	5.5	7.8	6.2	12.7	1.8	0.6
Level 2	%	4.4	6.0	5.0	5.3	6.7	7.0	12.3	15.7	2.2	0.7
Level 1 and below (e)	%	5.8	7.8	7.3	8.3	10.1	7.7	11.1	10.2	3.3	na
Level 1A (c)	%	7.6	10.4	7.2	9.9	13.8	9.8	15.0	21.9	4.1	1.1
Level 1B (c)	%	12.9	17.5	16.8	20.5	19.3	18.6	22.2	20.6	6.8	1.9
Below Level 1B (c)	%	23.4	27.5	28.6	34.8	33.4	26.7	37.1	21.8	12.4	3.8
95 per cent confidence interval											
Level 5 and Level 6 (b)	±	2.3	2.3	2.2	2.2	1.9	2.3	3.2	4.5	1.0	na

**Table NEA.3.1 Proportion of students that achieved at each level in the overall reading literacy scale, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD average</i>
Level 6 (c)	±	0.8	0.9	0.8	1.0	0.6	0.7	1.5	0.7	0.4	0.1
Level 5	±	1.9	1.8	1.8	1.9	1.7	2.3	3.5	4.3	0.9	0.2
Level 4	±	2.0	2.2	2.9	2.5	3.7	3.8	5.2	6.1	1.0	0.3
Level 3 and above (d)	±	2.6	2.9	2.8	2.9	3.7	4.2	3.4	6.5	1.3	na
Level 3	±	1.9	2.5	2.5	2.5	3.3	4.1	3.5	6.3	1.0	0.3
Level 2	±	1.9	2.4	2.3	2.2	3.1	3.6	3.8	6.1	0.9	0.3
Level 1 and below (e)	±	1.7	1.8	2.1	2.0	3.1	3.2	2.8	5.7	0.9	na
Level 1A (c)	±	1.5	1.9	1.6	1.8	3.1	2.7	2.2	5.9	0.8	0.3
Level 1B (c)	±	0.9	0.8	1.0	1.0	1.3	1.8	1.7	2.9	0.4	0.2
Below Level 1B (c)	±	0.5	0.3	0.4	0.4	0.6	1.1	1.1	3.2	0.2	0.1

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2012 involved sample assessment of approximately 6.2 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(c) From PISA 2009, the reading literacy proficiency scale has been expanded from the five levels identified in PISA 2000-PISA 2006, to seven levels. The new levels describe the reading literacy skills at each end of the proficiency scale – those students with very high or very low reading proficiency. Level 6 located above Level 5 describes the reading literacy skills of students with very high levels of reading proficiency. At the other end of the proficiency scale, Level 1 was re-labelled as Level 1a, and a new level (Level 1b) and an unbounded region (Below Level 1B) was introduced to describe the skills of those students who previously were simply described as not having achieved Level 1.

(d) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(e) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA.3.2 Proportion of students that achieved at each level in the overall mathematical literacy scale, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD average</i>
Estimate											
Level 5 and Level 6 (b)	%	17.6	12.2	14.6	17.4	10.4	9.1	18.5	6.6	14.8	12.6
Level 6	%	6.1	3.2	3.7	4.6	1.9	2.0	5.2	1.5	4.3	3.3
Level 5	%	11.4	8.9	10.9	12.8	8.4	7.1	13.3	5.0	10.5	9.3
Level 4	%	18.0	19.6	19.2	22.6	17.3	14.6	21.0	11.0	19.0	18.2
Level 3 and above (c)	%	59.4	57.9	58.4	62.9	52.8	48.1	64.7	41.3	58.4	54.5
Level 3	%	23.8	26.1	24.7	22.8	25.1	24.4	25.2	23.7	24.6	23.7
Level 2	%	21.0	22.8	21.9	21.0	23.8	25.3	19.8	22.8	21.9	22.5
Level 1 and below (d)	%	19.6	19.4	19.7	16.0	23.4	26.6	15.5	35.9	19.7	23.0
Level 1	%	13.1	13.7	14.0	11.7	16.1	16.4	9.9	17.8	13.5	15.0
Below Level 1	%	6.5	5.7	5.7	4.3	7.2	10.2	5.6	18.1	6.1	8.0
Relative standard error											
Level 5 and Level 6 (b)	%	8.1	11.6	7.3	7.9	10.4	12.8	8.9	33.4	4.3	na
Level 6	%	15.1	22.7	14.7	14.5	21.4	30.8	19.6	56.7	8.4	2.4
Level 5	%	7.1	10.4	9.9	8.7	11.3	15.1	12.3	41.0	4.1	1.2
Level 4	%	4.8	5.7	5.7	6.1	8.3	9.7	8.0	26.6	2.6	0.8
Level 3 and above (c)	%	2.4	2.8	2.7	2.7	3.3	3.6	2.9	13.3	1.3	na
Level 3	%	4.6	5.0	5.8	6.2	5.8	6.1	6.9	12.9	2.6	0.6
Level 2	%	5.9	5.3	5.8	6.5	6.7	7.1	8.9	15.6	3.5	0.7
Level 1 and below (d)	%	5.5	6.2	6.2	7.4	5.9	6.1	10.8	11.8	3.1	na
Level 1	%	7.1	9.0	5.9	8.3	7.4	8.6	13.6	19.1	4.2	0.9
Below Level 1	%	9.3	14.0	13.9	14.8	10.9	10.3	18.0	12.7	5.8	1.5
95 per cent confidence interval											
Level 5 and Level 6 (b)	±	2.8	2.8	2.1	2.7	2.1	2.3	3.2	4.3	1.3	na
Level 6	±	1.8	1.4	1.1	1.3	0.8	1.2	2.0	1.7	0.7	0.2
Level 5	±	1.6	1.8	2.1	2.2	1.9	2.1	3.2	4.1	0.8	0.2

**Table NEA.3.2 Proportion of students that achieved at each level in the overall mathematical literacy scale, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD average</i>
Level 4	±	1.7	2.2	2.1	2.7	2.8	2.8	3.3	5.8	1.0	0.3
Level 3 and above (c)	±	2.8	3.2	3.1	3.4	3.4	3.4	3.7	10.7	1.5	na
Level 3	±	2.2	2.5	2.8	2.8	2.8	2.9	3.4	6.0	1.3	0.3
Level 2	±	2.4	2.4	2.5	2.7	3.1	3.5	3.4	7.0	1.5	0.3
Level 1 and below (d)	±	2.1	2.4	2.4	2.3	2.7	3.2	3.3	8.3	1.2	na
Level 1	±	1.8	2.4	1.6	1.9	2.3	2.8	2.6	6.7	1.1	0.3
Below Level 1	±	1.2	1.6	1.6	1.3	1.6	2.0	2.0	4.5	0.7	0.2

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2012 involved sample assessment of approximately 6.2 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(c) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA.3.3 Proportion of students that achieved at each level in the overall scientific literacy scale, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD average</i>
Estimate											
Level 5 and Level 6 (b)	%	16.3	11.2	12.1	15.9	10.9	9.9	16.9	8.8	13.6	8.4
Level 6	%	3.6	2.0	2.1	3.2	1.5	1.7	3.2	2.6	2.6	1.2
Level 5	%	12.8	9.2	10.0	12.7	9.4	8.2	13.7	6.2	10.9	7.2
Level 4	%	22.2	22.7	22.8	25.3	21.9	20.8	25.9	19.0	22.8	20.5
Level 3 and above (c)	%	65.6	64.1	63.8	70.2	61.3	57.2	70.5	55.1	64.9	57.7
Level 3	%	27.1	30.1	29.0	29.0	28.5	26.4	27.7	27.3	28.5	28.8
Level 2	%	20.4	22.5	22.7	19.0	24.2	22.9	17.3	19.3	21.5	24.5
Level 1 and below (d)	%	14.0	13.5	13.4	10.8	14.5	19.9	12.1	25.6	13.6	17.8
Level 1	%	10.1	10.5	10.3	8.7	10.7	13.6	8.0	13.1	10.2	13.0
Below Level 1	%	3.9	2.9	3.1	2.1	3.8	6.3	4.1	12.5	3.4	4.8
Relative standard error											
Level 5 and Level 6 (b)	%	8.0	11.3	7.8	7.3	11.9	13.1	9.4	29.7	4.1	na
Level 6	%	15.5	22.9	17.2	18.2	41.5	33.4	27.4	48.3	9.6	3.7
Level 5	%	8.2	11.0	8.3	8.3	14.6	14.5	11.0	33.6	4.3	1.4
Level 4	%	4.3	5.7	5.2	6.5	5.8	7.6	8.0	17.9	2.8	0.7
Level 3 and above (c)	%	1.9	2.7	2.1	2.2	2.6	3.1	2.6	7.1	1.1	na
Level 3	%	4.1	4.9	4.7	5.1	6.1	7.4	7.0	13.1	2.4	0.6
Level 2	%	20.4	22.5	22.7	19.0	24.2	22.9	17.3	19.3	21.5	0.7
Level 1 and below (d)	%	6.1	7.7	7.3	9.4	9.0	7.1	10.3	10.9	2.4	na
Level 1	%	7.6	8.7	7.5	10.4	11.3	9.1	13.3	17.9	4.0	1.1
Below Level 1	%	13.1	15.0	15.7	18.4	17.5	13.0	18.3	13.3	7.3	1.9
95 per cent confidence interval											
Level 5 and Level 6 (b)	±	2.6	2.5	1.8	2.3	2.6	2.6	3.1	5.1	1.1	na
Level 6	±	7.0	4.0	4.1	6.4	3.0	3.3	6.2	5.1	5.2	0.1
Level 5	±	2.1	2.0	1.6	2.0	2.7	2.3	3.0	4.1	0.9	0.2



**Table NEA.3.3 Proportion of students that achieved at each level in the overall scientific literacy scale, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>	<i>OECD average</i>
Level 4	±	1.9	2.5	2.3	3.2	2.5	3.1	4.0	6.7	1.2	0.3
Level 3 and above (c)	±	2.5	3.4	2.6	3.0	3.2	3.5	3.6	7.7	1.4	na
Level 3	±	2.2	2.9	2.7	2.9	3.4	3.8	3.8	7.0	1.3	0.3
Level 2	±	1.8	2.5	1.9	2.5	2.8	3.5	3.0	5.9	0.9	0.3
Level 1 and below (d)	±	1.7	2.0	1.9	2.0	2.6	2.8	2.4	5.5	0.6	na
Level 1	±	1.5	1.8	1.5	1.8	2.4	2.4	2.1	4.6	0.8	0.3
Below Level 1	±	1.0	0.9	1.0	0.8	1.3	1.6	1.5	3.3	0.5	0.2

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2012 involved sample assessment of approximately 6.2 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(c) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA.3.4 Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Estimate										
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	%	83.0	79.5	83.0	83.9	76.0	78.0	84.1	73.9	81.6
Level 5 and Level 6 (c)	%	24.7	20.1	23.3	25.0	14.2	18.5	25.5	11.0	22.4
Level 1 and below (d)	%	4.5	6.9	4.0	4.4	6.2	6.8	5.7	10.4	5.2
Third quartile										
Level 3 and above (b)	%	71.5	75.3	71.0	74.0	68.8	66.7	75.9	62.3	72.4
Level 5 and Level 6 (c)	%	15.5	13.2	12.8	13.8	11.6	8.3	13.3	8.3	13.7
Level 1 and below (d)	%	9.9	7.9	9.4	8.0	10.5	12.4	8.0	15.9	9.2
Second quartile										
Level 3 and above (b)	%	60.0	63.2	56.2	65.0	59.2	53.4	60.1	51.8	60.2
Level 5 and Level 6 (c)	%	9.3	6.5	7.2	8.5	5.8	4.8	4.8	6.1	7.6
Level 1 and below (d)	%	15.4	12.6	15.9	13.3	15.5	18.5	18.8	33.0	14.9
Lowest quartile										
Level 3 and above (b)	%	43.5	52.1	46.4	48.8	45.5	34.9	41.9	30.4	46.4
Level 5 and Level 6 (c)	%	5.0	4.3	3.7	4.6	2.6	2.6	3.5	2.9	4.2
Level 1 and below (d)	%	25.0	20.2	24.3	20.0	24.8	31.2	32.0	41.7	23.6
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	%	80.4	79.7	78.1	79.1	74.1	76.7	83.1	74.2	79.3
Level 5 and Level 6 (c)	%	22.5	20.6	21.7	20.3	14.8	17.2	27.0	9.3	21.0
Level 1 and below (d)	%	5.4	5.8	6.4	6.3	7.9	7.5	6.4	14.6	6.1
Third quartile										

**Table NEA.3.4 Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 3 and above (b)	%	70.4	72.9	66.6	72.9	65.6	58.1	73.5	58.0	69.9
Level 5 and Level 6 (c)	%	15.1	11.9	11.0	16.0	10.0	7.2	14.2	4.0	12.9
Level 1 and below (d)	%	9.3	8.8	11.2	7.7	11.7	15.7	11.2	19.5	9.8
Second quartile										
Level 3 and above (b)	%	62.6	70.8	63.4	69.6	66.9	57.6	73.4	50.3	65.9
Level 5 and Level 6 (c)	%	11.1	9.1	9.6	9.4	6.8	4.7	11.1	6.8	9.7
Level 1 and below (d)	%	14.1	11.0	13.4	11.3	11.0	14.7	8.4	26.4	12.7
Lowest quartile										
Level 3 and above (b)	%	48.3	54.1	48.4	52.3	45.7	37.8	46.1	35.9	49.2
Level 5 and Level 6 (c)	%	6.9	5.1	4.1	6.6	3.2	3.0	1.9	7.2	5.4
Level 1 and below (d)	%	22.4	17.0	21.5	18.9	22.5	29.6	29.8	38.9	20.9
Relative standard error										
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	%	2.1	2.5	2.6	2.4	3.9	5.5	3.0	9.8	1.1
Level 5 and Level 6 (c)	%	9.1	11.2	13.9	2.8	20.2	22.8	15.7	52.2	5.1
Level 1 and below (d)	%	19.0	20.3	31.6	26.4	32.9	29.8	28.4	38.7	11.8
Third quartile										
Level 3 and above (b)	%	3.1	3.0	3.2	4.0	4.2	5.4	4.3	13.8	1.5
Level 5 and Level 6 (c)	%	11.7	14.4	13.0	16.0	20.8	34.7	18.5	68.1	6.6
Level 1 and below (d)	%	16.1	16.6	16.5	19.5	21.0	19.9	28.3	33.1	7.7
Second quartile										
Level 3 and above (b)	%	3.7	4.4	4.0	4.6	6.3	7.7	8.0	13.6	2.1
Level 5 and Level 6 (c)	%	14.1	20.3	17.5	24.2	27.4	36.1	40.9	63.9	8.3
Level 1 and below (d)	%	9.1	13.3	12.3	13.2	14.1	14.8	17.5	19.6	5.5

Table NEA.3.4

**Table NEA.3.4 Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Lowest quartile										
Level 3 and above (b)	%	4.4	5.9	6.4	6.9	7.3	8.3	16.0	20.7	2.7
Level 5 and Level 6 (c)	%	26.0	25.4	20.8	38.4	40.0	41.5	86.1	100.0	12.6
Level 1 and below (d)	%	6.9	8.9	9.8	11.1	11.6	9.8	23.1	13.3	3.9
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	%	2.4	2.8	2.8	3.0	4.5	5.5	3.1	7.8	1.1
Level 5 and Level 6 (c)	%	11.1	12.4	12.1	14.0	16.5	27.7	15.1	62.7	5.8
Level 1 and below (d)	%	9.7	17.9	13.1	9.9	19.3	21.2	20.5	15.6	6.4
Third quartile										
Level 3 and above (b)	%	3.0	3.2	3.4	3.9	5.0	6.6	4.0	13.1	1.6
Level 5 and Level 6 (c)	%	11.9	15.3	15.4	18.6	19.7	30.9	24.7	72.1	7.0
Level 1 and below (d)	%	11.7	12.5	11.3	16.9	17.9	12.7	17.1	17.9	5.1
Second quartile										
Level 3 and above (b)	%	3.2	3.3	3.6	4.0	4.7	7.6	5.1	16.6	1.6
Level 5 and Level 6 (c)	%	13.2	16.6	15.2	19.4	26.7	37.0	21.2	62.7	7.1
Level 1 and below (d)	%	6.9	10.7	9.0	12.6	13.6	13.6	15.2	27.4	3.8
Lowest quartile										
Level 3 and above (b)	%	4.8	6.8	5.7	7.5	7.4	8.6	13.8	17.4	
Level 5 and Level 6 (c)	%	19.7	23.6	23.7	29.9	37.5	42.1	103.2	70.9	10.8
Level 1 and below (d)	%	5.5	6.6	6.9	9.3	9.3	7.9	14.2	11.7	2.9
95 per cent confidence interval										
Socio-economic status (ESCS)										
Highest quartile										

**Table NEA.3.4 Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 3 and above (b)	$\pm$	3.4	4.0	4.3	3.9	5.9	8.4	5.0	14.1	1.7
Level 5 and Level 6 (c)	$\pm$	4.4	4.4	6.3	6.2	5.6	8.3	7.8	11.2	2.2
Level 1 and below (d)	$\pm$	1.7	2.7	2.4	2.3	4.0	4.0	3.2	7.9	1.2
Third quartile										
Level 3 and above (b)	$\pm$	4.4	4.5	4.5	5.8	5.7	7.0	6.4	16.8	2.1
Level 5 and Level 6 (c)	$\pm$	3.6	3.7	3.3	4.4	4.7	5.7	4.8	11.1	1.8
Level 1 and below (d)	$\pm$	3.1	2.6	3.1	3.1	4.3	4.9	4.4	10.3	1.4
Second quartile										
Level 3 and above (b)	$\pm$	4.3	5.5	4.4	5.8	7.3	8.1	9.4	13.8	2.4
Level 5 and Level 6 (c)	$\pm$	2.6	2.6	2.5	4.0	3.1	3.0	3.8	7.6	1.2
Level 1 and below (d)	$\pm$	2.8	3.3	3.8	3.4	4.3	5.4	6.4	12.7	1.6
Lowest quartile										
Level 3 and above (b)	$\pm$	3.8	5.5	5.8	6.6	6.5	5.6	13.1	12.3	2.5
Level 5 and Level 6 (c)	$\pm$	2.6	2.6	1.5	3.4	2.1	2.1	5.9	5.8	1.0
Level 1 and below (d)	$\pm$	3.4	3.3	4.7	4.4	5.6	6.0	14.5	10.9	1.8
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	$\pm$	3.7	4.4	4.2	4.6	6.6	8.3	5.1	11.4	1.8
Level 5 and Level 6 (c)	$\pm$	4.9	5.0	5.2	5.6	4.8	9.3	8.0	11.4	2.4
Level 1 and below (d)	$\pm$	1.0	2.0	1.6	1.2	3.0	3.1	2.6	4.5	0.8
Third quartile										
Level 3 and above (b)	$\pm$	4.2	4.6	4.5	5.6	6.4	7.5	5.8	14.9	2.2
Level 5 and Level 6 (c)	$\pm$	3.5	3.6	3.3	5.8	3.8	4.3	6.9	5.7	1.8
Level 1 and below (d)	$\pm$	2.1	2.1	2.5	2.5	4.1	3.9	3.8	6.8	1.0
Second quartile										

**Table NEA.3.4 Proportion of students that achieved at each level in the overall reading literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 3 and above (b)	$\pm$	3.9	4.6	4.4	5.4	6.2	8.5	7.3	16.3	2.0
Level 5 and Level 6 (c)	$\pm$	2.9	3.0	2.8	3.6	3.6	3.4	4.6	8.3	1.3
Level 1 and below (d)	$\pm$	1.9	2.3	2.3	2.8	2.9	3.9	2.5	14.2	0.9
Lowest quartile										
Level 3 and above (b)	$\pm$	4.6	7.2	5.4	7.7	6.6	6.4	12.5	12.3	2.8
Level 5 and Level 6 (c)	$\pm$	2.7	2.3	1.9	3.9	2.4	2.4	3.8	10.0	1.1
Level 1 and below (d)	$\pm$	2.4	2.2	2.9	3.5	4.1	4.6	8.3	8.9	1.2

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2012 involved sample assessment of approximately 6.2 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(c) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA.3.5 Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Estimate										
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	%	80.0	72.3	81.0	81.7	70.8	76.0	77.8	61.8	77.5
Level 5 and Level 6 (c)	%	29.3	20.9	28.1	33.4	20.1	25.0	29.1	13.0	26.5
Level 1 and below (d)	%	6.4	10.6	6.3	5.2	9.6	7.3	7.8	13.9	7.7
Third quartile										
Level 3 and above (b)	%	66.7	65.2	68.6	69.1	61.2	60.4	68.2	44.5	66.2
Level 5 and Level 6 (c)	%	21.4	14.9	18.9	18.6	12.7	10.8	18.3	7.5	17.9
Level 1 and below (d)	%	13.0	13.3	12.4	12.0	15.9	14.5	11.0	24.6	13.1
Second quartile										
Level 3 and above (b)	%	54.8	51.6	53.5	57.9	51.5	49.2	51.9	46.8	53.6
Level 5 and Level 6 (c)	%	13.1	7.4	9.8	12.0	8.0	7.2	6.4	6.2	10.2
Level 1 and below (d)	%	21.6	22.4	21.7	17.6	22.6	24.5	22.5	36.8	21.7
Lowest quartile										
Level 3 and above (b)	%	39.8	41.8	38.8	46.6	34.9	29.0	36.8	23.3	39.9
Level 5 and Level 6 (c)	%	7.6	4.4	5.3	7.2	3.6	2.6	3.3	2.1	5.8
Level 1 and below (d)	%	33.6	30.9	32.8	26.9	39.2	41.4	35.6	55.5	33.0
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	%	76.8	71.5	76.0	75.2	67.1	72.8	78.9	61.1	74.4
Level 5 and Level 6 (c)	%	28.1	21.3	27.8	28.5	19.0	20.9	29.7	9.0	25.6
Level 1 and below (d)	%	7.4	9.8	9.1	9.0	11.6	9.2	6.7	19.6	8.9
Third quartile										

**Table NEA.3.5 Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 3 and above (b)	%	65.5	63.3	63.9	70.0	60.2	56.9	64.5	49.9	64.3
Level 5 and Level 6 (c)	%	19.7	13.8	14.0	20.0	12.1	10.4	19.6	4.5	16.1
Level 1 and below (d)	%	13.8	15.7	15.8	10.8	16.9	18.7	15.7	24.2	14.9
Second quartile										
Level 3 and above (b)	%	58.1	59.1	59.7	61.7	56.2	49.3	65.8	38.8	58.8
Level 5 and Level 6 (c)	%	14.9	10.3	13.1	13.7	9.0	8.5	14.8	10.2	12.7
Level 1 and below (d)	%	19.6	18.0	18.5	15.4	18.6	23.0	12.3	37.0	18.5
Lowest quartile										
Level 3 and above (b)	%	44.4	43.8	41.5	50.3	36.6	32.0	34.2	26.3	43.2
Level 5 and Level 6 (c)	%	9.7	4.8	6.3	9.4	4.4	3.1	0.5	4.1	7.1
Level 1 and below (d)	%	30.4	27.4	29.5	24.9	37.0	37.4	33.8	49.4	29.7
Relative standard error										
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	%	2.4	3.2	2.3	2.9	4.6	5.1	3.9	14.3	1.5
Level 5 and Level 6 (c)	%	8.2	13.9	9.2	8.6	18.0	18.1	12.4	46.4	4.9
Level 1 and below (d)	%	21.6	15.8	21.0	24.2	22.9	32.1	26.7	48.9	9.2
Third quartile										
Level 3 and above (b)	%	3.8	4.1	3.7	4.8	5.3	7.1	5.5	20.6	1.9
Level 5 and Level 6 (c)	%	10.9	15.8	10.8	15.0	15.1	24.2	16.6	57.8	5.9
Level 1 and below (d)	%	15.7	15.0	15.5	17.5	13.7	19.6	28.4	32.7	7.0
Second quartile										
Level 3 and above (b)	%	3.5	5.1	4.4	5.1	6.1	6.8	8.0	17.4	2.1
Level 5 and Level 6 (c)	%	12.4	19.7	16.1	19.1	22.3	24.6	45.3	64.9	6.7
Level 1 and below (d)	%	7.4	11.2	7.8	12.7	11.3	12.0	15.9	16.0	4.8



**Table NEA.3.5 Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Lowest quartile										
Level 3 and above (b)	%	5.7	6.0	6.6	6.6	9.5	9.6	17.6	29.9	2.9
Level 5 and Level 6 (c)	%	16.6	24.4	22.8	25.2	32.3	35.7	71.8	94.8	10.0
Level 1 and below (d)	%	6.7	7.0	7.3	10.6	8.2	8.5	20.8	12.9	3.3
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	%	2.7	3.4	2.8	3.6	4.5	6.3	4.4	12.3	1.5
Level 5 and Level 6 (c)	%	9.6	12.6	7.5	8.8	14.9	17.5	11.9	62.4	4.7
Level 1 and below (d)	%	16.0	15.0	19.1	18.8	17.6	28.4	28.6	29.3	7.6
Third quartile										
Level 3 and above (b)	%	3.7	4.1	3.6	4.6	5.0	6.9	6.0	19.6	1.8
Level 5 and Level 6 (c)	%	10.0	14.1	13.7	13.4	18.2	23.3	17.6	63.5	6.4
Level 1 and below (d)	%	13.2	11.7	13.5	15.5	12.0	14.1	24.6	29.7	5.9
Second quartile										
Level 3 and above (b)	%	3.7	4.7	4.0	5.6	6.6	8.4	5.7	17.7	2.3
Level 5 and Level 6 (c)	%	11.7	21.2	14.2	19.5	20.8	25.4	16.8	51.8	6.8
Level 1 and below (d)	%	7.9	14.3	9.9	16.7	14.0	14.8	19.6	21.0	6.1
Lowest quartile										
Level 3 and above (b)	%	5.1	6.2	6.8	7.3	8.2	9.8	19.2	26.8	2.9
Level 5 and Level 6 (c)	%	16.1	23.6	19.1	20.4	26.1	41.5	184.1	86.9	8.9
Level 1 and below (d)	%	8.1	8.3	6.8	10.9	9.2	8.9	19.2	14.8	4.2

95 per cent confidence interval

Socio-economic status  
(ESCS)

Highest quartile

**Table NEA.3.5 Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 3 and above (b)	$\pm$	3.8	4.5	3.6	4.7	6.4	7.5	5.9	17.3	2.2
Level 5 and Level 6 (c)	$\pm$	4.7	5.7	5.1	5.6	7.1	8.9	7.1	11.8	2.6
Level 1 and below (d)	$\pm$	2.7	3.3	2.6	2.5	4.3	4.6	4.1	13.3	1.4
Third quartile										
Level 3 and above (b)	$\pm$	5.0	5.3	4.9	6.5	6.4	8.3	7.3	18.0	2.5
Level 5 and Level 6 (c)	$\pm$	4.6	4.6	4.0	5.4	3.8	5.1	5.9	8.6	2.1
Level 1 and below (d)	$\pm$	4.0	3.9	3.8	4.1	4.3	5.6	6.1	15.8	1.8
Second quartile										
Level 3 and above (b)	$\pm$	3.8	5.1	4.6	5.8	6.2	6.6	8.1	15.9	2.2
Level 5 and Level 6 (c)	$\pm$	3.2	2.8	3.1	4.5	3.5	3.5	5.7	7.9	1.3
Level 1 and below (d)	$\pm$	3.1	4.9	3.3	4.4	5.0	5.8	7.0	11.5	2.0
Lowest quartile										
Level 3 and above (b)	$\pm$	4.4	4.9	5.0	6.0	6.5	5.5	12.7	13.7	2.3
Level 5 and Level 6 (c)	$\pm$	2.5	2.1	2.4	3.5	2.3	1.8	4.6	3.9	1.1
Level 1 and below (d)	$\pm$	4.4	4.3	4.7	5.6	6.3	6.9	14.5	14.0	2.1
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	$\pm$	4.0	4.7	4.2	5.3	6.0	9.0	6.8	14.7	2.1
Level 5 and Level 6 (c)	$\pm$	5.3	5.3	4.1	4.9	5.6	7.1	6.9	11.0	2.4
Level 1 and below (d)	$\pm$	2.3	2.9	3.4	3.3	4.0	5.1	3.7	11.2	1.3
Third quartile										
Level 3 and above (b)	$\pm$	4.7	5.1	4.5	6.2	5.9	7.6	7.6	19.2	2.3
Level 5 and Level 6 (c)	$\pm$	3.8	3.8	3.7	5.3	4.3	4.7	6.7	5.6	2.0
Level 1 and below (d)	$\pm$	3.6	3.6	4.2	3.3	4.0	5.1	7.6	14.1	1.7
Second quartile										

**Table NEA.3.5 Proportion of students that achieved at each level in the overall mathematical literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 3 and above (b)	$\pm$	4.2	5.5	4.7	6.8	7.3	8.1	7.4	13.5	2.6
Level 5 and Level 6 (c)	$\pm$	3.4	4.3	3.6	5.2	3.7	4.3	4.9	10.3	1.7
Level 1 and below (d)	$\pm$	3.0	5.0	3.6	5.0	5.1	6.7	4.7	15.2	2.2
Lowest quartile										
Level 3 and above (b)	$\pm$	4.4	5.4	5.6	7.2	5.9	6.1	12.9	13.8	2.5
Level 5 and Level 6 (c)	$\pm$	3.1	2.2	2.4	3.8	2.2	2.5	1.9	7.0	1.2
Level 1 and below (d)	$\pm$	4.8	4.4	3.9	5.3	6.7	6.5	12.7	14.3	2.4

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2012 involved sample assessment of approximately 6.2 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(c) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA.3.6 Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
						Estimate				
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	%	84.4	76.1	83.8	85.1	77.5	83.0	83.3	79.4	81.6
Level 5 and Level 6 (c)	%	27.9	18.7	24.3	30.3	21.2	27.4	26.0	19.4	24.5
Level 1 and below (d)	%	4.4	6.8	3.8	3.1	4.2	6.1	5.6	7.4	4.9
Third quartile										
Level 3 and above (b)	%	73.4	73.2	73.7	75.2	68.3	72.5	74.2	64.3	73.2
Level 5 and Level 6 (c)	%	19.2	13.6	14.5	18.2	14.0	12.0	17.1	10.2	16.1
Level 1 and below (d)	%	8.6	8.6	8.3	7.6	8.3	11.1	7.9	9.9	8.5
Second quartile										
Level 3 and above (b)	%	61.4	59.3	59.0	69.4	60.9	57.3	56.8	55.2	60.9
Level 5 and Level 6 (c)	%	12.6	7.3	8.1	10.5	7.6	6.6	6.7	6.5	9.5
Level 1 and below (d)	%	14.9	14.6	14.5	10.7	14.7	18.4	17.9	29.8	14.6
Lowest quartile										
Level 3 and above (b)	%	47.2	47.1	46.7	54.9	45.2	38.4	46.3	33.4	47.3
Level 5 and Level 6 (c)	%	6.6	4.3	4.5	5.8	3.9	3.3	2.5	2.6	5.2
Level 1 and below (d)	%	23.8	23.1	22.8	19.7	25.9	29.8	28.3	42.4	23.5
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	%	82.1	77.4	80.5	80.6	73.7	81.5	83.4	75.9	79.9
Level 5 and Level 6 (c)	%	26.7	19.7	24.5	25.4	18.6	25.8	28.1	15.7	23.8
Level 1 and below (d)	%	5.0	6.8	5.4	5.4	5.9	7.3	5.7	12.3	5.8
Third quartile										

**Table NEA.3.6 Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 3 and above (b)	%	73.5	68.8	67.9	77.7	66.2	62.6	69.7	65.8	70.6
Level 5 and Level 6 (c)	%	17.8	11.6	10.8	18.9	13.4	10.2	16.8	6.8	14.2
Level 1 and below (d)	%	8.2	9.8	10.4	7.1	10.1	14.3	11.4	14.4	9.4
Second quartile										
Level 3 and above (b)	%	63.2	66.9	65.6	70.4	68.2	62.7	72.6	52.8	65.8
Level 5 and Level 6 (c)	%	14.4	10.0	10.6	13.1	9.9	7.5	13.3	8.5	11.9
Level 1 and below (d)	%	13.7	11.2	12.1	8.8	9.2	14.3	8.2	25.3	11.9
Lowest quartile										
Level 3 and above (b)	%	51.2	49.9	49.1	58.1	46.0	41.4	43.3	37.3	50.4
Level 5 and Level 6 (c)	%	8.6	5.2	5.0	7.8	4.9	3.4	1.4	6.1	6.4
Level 1 and below (d)	%	21.5	19.9	20.3	18.6	25.1	27.4	29.1	38.1	21.1
Relative standard error										
Socio-economic status (ESCS)										
Highest quartile										
Level 3 and above (b)	%	1.9	3.0	2.7	2.4	3.5	4.1	3.3	8.3	1.1
Level 5 and Level 6 (c)	%	8.8	13.7	10.7	8.6	14.0	16.4	12.3	34.0	5.3
Level 1 and below (d)	%	17.9	20.5	25.8	35.2	35.9	32.0	27.4	44.0	11.4
Third quartile										
Level 3 and above (b)	%	3.3	3.6	3.2	4.0	4.2	4.7	5.1	11.5	1.7
Level 5 and Level 6 (c)	%	10.2	15.7	12.0	17.0	20.5	22.8	18.6	57.3	5.7
Level 1 and below (d)	%	18.2	15.2	17.2	20.4	19.8	21.2	27.0	36.1	9.2
Second quartile										
Level 3 and above (b)	%	3.0	5.0	3.1	3.8	5.0	5.7	7.2	12.4	1.7
Level 5 and Level 6 (c)	%	13.0	18.4	19.1	20.7	31.0	25.8	37.6	61.9	8.0
Level 1 and below (d)	%	9.0	12.6	9.2	20.4	19.1	13.7	19.4	18.6	5.4

**Table NEA.3.6 Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Lowest quartile										
Level 3 and above (b)	%	4.5	5.8	5.8	5.8	7.6	7.4	15.8	21.3	2.5
Level 5 and Level 6 (c)	%	16.0	30.8	25.5	23.2	36.2	33.2	75.5	103.4	10.4
Level 1 and below (d)	%	7.8	10.2	9.3	13.1	10.2	9.9	21.0	14.9	4.0
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	%	2.2	2.8	2.4	2.4	4.3	3.9	3.5	7.5	1.2
Level 5 and Level 6 (c)	%	9.7	13.7	9.4	8.7	16.1	20.2	12.1	51.0	5.0
Level 1 and below (d)	%	18.0	19.1	22.2	24.1	23.7	28.8	33.3	29.3	8.6
Third quartile										
Level 3 and above (b)	%	2.4	4.5	3.2	3.5	3.9	6.2	5.3	10.8	1.7
Level 5 and Level 6 (c)	%	10.7	18.1	16.7	16.4	15.7	26.5	21.4	58.8	6.3
Level 1 and below (d)	%	13.4	15.3	14.4	19.7	22.8	17.5	24.6	26.4	7.4
Second quartile										
Level 3 and above (b)	%	3.3	3.4	3.4	3.8	4.4	6.2	4.5	13.1	1.4
Level 5 and Level 6 (c)	%	12.5	19.0	16.0	16.8	24.2	26.7	17.3	49.4	6.7
Level 1 and below (d)	%	10.2	16.1	12.4	22.7	18.5	18.9	22.0	26.1	6.7
Lowest quartile										
Level 3 and above (b)	%	4.7	7.2	5.7	5.9	6.3	7.7	17.8	19.8	2.5
Level 5 and Level 6 (c)	%	15.1	26.9	24.0	25.6	34.7	35.3	100.0	85.2	9.4
Level 1 and below (d)	%	9.8	11.6	9.4	14.5	11.6	11.3	19.6	19.7	4.7

95 per cent confidence interval

Socio-economic status  
(ESCS)

Highest quartile

**Table NEA.3.6 Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 3 and above (b)	$\pm$	3.1	4.5	4.5	4.1	5.3	6.7	5.3	12.9	1.8
Level 5 and Level 6 (c)	$\pm$	4.8	5.0	5.1	5.1	5.8	8.8	6.2	12.9	2.6
Level 1 and below (d)	$\pm$	1.6	2.7	1.9	2.1	3.0	3.8	3.0	6.4	1.1
Third quartile										
Level 3 and above (b)	$\pm$	4.8	5.1	4.6	5.9	5.6	6.7	7.5	14.5	2.4
Level 5 and Level 6 (c)	$\pm$	3.8	4.2	3.4	6.1	5.6	5.4	6.2	11.4	1.8
Level 1 and below (d)	$\pm$	3.1	2.6	2.8	3.0	3.2	4.6	4.2	7.0	1.5
Second quartile										
Level 3 and above (b)	$\pm$	3.7	5.8	3.6	5.2	6.0	6.5	8.1	13.4	2.1
Level 5 and Level 6 (c)	$\pm$	3.2	2.6	3.0	4.2	4.6	3.3	4.9	7.9	1.5
Level 1 and below (d)	$\pm$	2.6	3.6	2.6	4.3	5.5	4.9	6.8	10.8	1.5
Lowest quartile										
Level 3 and above (b)	$\pm$	4.1	5.4	5.3	6.3	6.8	5.6	14.3	13.9	2.3
Level 5 and Level 6 (c)	$\pm$	2.1	2.6	2.3	2.6	2.8	2.1	3.7	5.2	1.1
Level 1 and below (d)	$\pm$	3.6	4.6	4.2	5.1	5.2	5.8	11.6	12.4	1.8
Socio-economic status (HISEI)										
Highest quartile										
Level 3 and above (b)	$\pm$	3.5	4.3	3.7	3.7	6.3	6.3	5.7	11.2	1.9
Level 5 and Level 6 (c)	$\pm$	5.1	5.3	4.5	4.3	5.9	10.2	6.7	15.7	2.4
Level 1 and below (d)	$\pm$	1.8	2.5	2.4	2.5	2.7	4.1	3.7	7.1	1.0
Third quartile										
Level 3 and above (b)	$\pm$	3.5	6.1	4.3	5.3	5.1	7.6	7.3	13.9	2.4
Level 5 and Level 6 (c)	$\pm$	3.7	4.1	3.5	6.1	4.1	5.3	7.1	7.8	1.8
Level 1 and below (d)	$\pm$	2.2	2.9	2.9	2.7	4.5	4.9	5.5	7.4	1.4
Second quartile										

**Table NEA.3.6 Proportion of students that achieved at each level in the overall scientific literacy scale, by socio-economic status, by State and Territory, 2012 (per cent) (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Level 3 and above (b)	$\pm$	4.1	4.5	4.3	5.3	5.9	7.6	6.5	13.5	1.9
Level 5 and Level 6 (c)	$\pm$	3.5	3.7	3.3	4.3	4.7	3.9	4.5	8.2	1.6
Level 1 and below (d)	$\pm$	2.7	3.5	2.9	3.9	3.3	5.3	3.5	12.9	1.6
Lowest quartile										
Level 3 and above (b)	$\pm$	4.7	7.1	5.5	6.7	5.7	6.3	15.1	14.5	2.4
Level 5 and Level 6 (c)	$\pm$	2.5	2.7	2.4	3.9	3.3	2.4	2.7	10.2	1.2
Level 1 and below (d)	$\pm$	4.1	4.5	3.7	5.3	5.7	6.1	11.2	14.7	2.0

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2012 involved sample assessment of approximately 6.2 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(c) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).



**Table NEA.3.7 Proportion of students that achieved at each level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by sex, 2012 (per cent) (a)**

<i>Unit</i>		<i>Reading literacy</i>	<i>Mathematical literacy</i>	<i>Scientific literacy</i>
Estimate				
Male				
Level 3 and above (b)	%	57.4	60.2	65.2
Level 5 and Level 6 (c)	%	9.2	17.0	14.8
Level 1 and below (d)	%	19.0	18.3	13.9
Female				
Level 3 and above (b)	%	71.4	56.5	64.5
Level 5 and Level 6 (c)	%	14.5	12.4	12.2
Level 1 and below (d)	%	9.1	21.1	13.4
Relative standard error				
Male				
Level 3 and above (b)	%	1.6	1.7	1.4
Level 5 and Level 6 (c)	%	8.3	5.9	5.6
Level 1 and below (d)	%	3.4	3.1	2.1
Female				
Level 3 and above (b)	%	1.2	1.8	1.4
Level 5 and Level 6 (c)	%	4.9	5.2	5.4
Level 1 and below (d)	%	6.4	2.5	2.5
95 per cent confidence interval				
Male				
Level 3 and above (b)	±	1.8	2.1	1.8
Level 5 and Level 6 (c)	±	1.5	2.0	1.6
Level 1 and below (d)	±	1.3	1.1	0.6
Female				
Level 3 and above (b)	±	1.7	2.0	1.8
Level 5 and Level 6 (c)	±	1.4	1.3	1.3
Level 1 and below (d)	±	1.1	1.0	0.6

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2012 involved sample assessment of approximately 6.2 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(c) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

**Table NEA.3.8 Proportion of students that achieved at each level in the overall reading literacy, mathematical literacy and scientific literacy scale, national, by Indigenous status, 2012 (per cent) (a)**

National Indigenous Survey, 2012 (per cent)				
	Unit	Reading literacy	Mathematical literacy	Scientific literacy
Estimate				
Indigenous				
Level 3 and above (b)	%	30.6	23.2	33.0
Level 5 and Level 6 (c)	%	1.9	2.4	2.3
Level 1 and below (d)	%	39.4	50.4	37.3
Non-Indigenous (e)				
Level 3 and above (b)	%	65.4	59.7	66.0
Level 5 and Level 6 (c)	%	12.1	15.3	14.0
Level 1 and below (d)	%	13.3	18.6	12.8
Relative standard error				
Indigenous				
Level 3 and above (b)	%	5.5	6.8	5.3
Level 5 and Level 6 (c)	%	27.3	18.7	18.1
Level 1 and below (d)	%	4.8	4.3	5.4
Non-Indigenous (e)				
Level 3 and above (b)	%	1.0	1.3	1.0
Level 5 and Level 6 (c)	%	4.6	4.3	4.0
Level 1 and below (d)	%	3.4	3.2	3.6
95 per cent confidence interval				
Indigenous				
Level 3 and above (b)	±	3.3	3.1	3.4
Level 5 and Level 6 (c)	±	1.0	0.9	0.8
Level 1 and below (d)	±	3.7	4.2	4.0
Non-Indigenous (e)				
Level 3 and above (b)	±	1.3	1.5	1.4
Level 5 and Level 6 (c)	±	1.1	1.3	1.1
Level 1 and below (d)	±	0.9	1.1	0.9

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). PISA 2012 involved sample assessment of approximately 6.2 per cent of 15 year old Australian Secondary school students. Further information on PISA is available at the PISA website: [www.acer.edu.au/ozpisa/reports](http://www.acer.edu.au/ozpisa/reports).

(b) The nationally agreed proficiency level for the purpose of this measure is defined as Level 3 and above.

(c) The 'top' level of achievement for the purpose of this measure is defined as Level 5 and Level 6.

(d) The 'bottom' level of achievement for the purpose of the measure is defined as Level 1 and below.

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

Source: ACER (unpublished) Programme for International Student Assessment (PISA).

## **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, 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, 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>Quintile 1</i>	<i>Quintile 2</i>	<i>Quintile 3</i>	<i>Quintile 4</i>	<i>Quintile 5</i>	<i>Total (e)</i>
Estimates							
20–24 year old population with relevant qualification	'000	231.3	260.6	307.5	313.4	313.9	1 432.3
Total 20–24 year old population	'000	297.3	314.8	352.6	340.7	333.9	1 645.1
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>77.8</b>	<b>82.8</b>	<b>87.2</b>	<b>92.0</b>	<b>94.0</b>	<b>87.1</b>
Relative standard error							
20–24 year old population with relevant qualification	%	7.5	6.2	6.5	5.4	6.0	0.9
Total 20–24 year old population	%	7.4	5.8	6.3	5.2	5.8	0.3
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>3.1</b>	<b>2.0</b>	<b>1.4</b>	<b>1.2</b>	<b>1.2</b>	<b>0.9</b>
95 per cent confidence intervals							
20–24 year old population with relevant qualification	± '000	33.8	31.7	39.2	33.3	36.7	24.6
Total 20–24 year old population	± '000	43.1	35.9	43.5	35.0	38.0	8.3
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above</b>	<b>± %</b>	<b>4.7</b>	<b>3.2</b>	<b>2.4</b>	<b>2.2</b>	<b>2.2</b>	<b>1.5</b>

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

(d) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

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

Source: ABS (unpublished) Survey of Education and Work, 2013.

**Table NEA.4.2 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 Indigenous status, 2012-13 (a), (b)**

	<i>Unit</i>	<i>Indigenous (c)</i>	<i>Non-Indigenous (d)</i>
		Estimates	
20–24 year old population with relevant qualification	'000	34.0	1 382.7
Total 20–24 year old population	'000	57.6	1 599.2
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>59.1</b>	<b>86.5</b>
		Relative standard errors	
20–24 year old population with relevant qualification	%	4.5	0.9
Total 20–24 year old population	%	0.6	0.4
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>4.5</b>	<b>0.7</b>
		95 per cent confidence intervals	
20–24 year old population with relevant qualification	± '000	3.0	23.7
Total 20–24 year old population	± '000	0.6	11.9
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert II or above</b>	<b>± %</b>	<b>5.2</b>	<b>1.3</b>

(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) Data for Indigenous people are from the 2012-13 NATSIHS component of the AATSIHS.

(d) Data for non-Indigenous people are from ABS (2012) SEW.

*Source:* ABS (unpublished) National Aboriginal and Torres Strait Islander Health Survey 2012-13; ABS (unpublished) Survey of Education and Work, 2012.

**Table NEA.4.3 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, 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>Quintile 1</i>	<i>Quintile 2</i>	<i>Quintile 3</i>	<i>Quintile 4</i>	<i>Quintile 5</i>	<i>Total (e)</i>
Estimates							
20–24 year old population with relevant qualification	'000	225.6	255.8	303.4	312.8	311.5	1 414.8
Total 20–24 year old population	'000	297.3	314.8	352.6	340.7	333.9	1 645.1
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above</b>	<b>%</b>	<b>75.9</b>	<b>81.3</b>	<b>86.1</b>	<b>91.8</b>	<b>93.3</b>	<b>86.0</b>
Relative standard error							
20–24 year old population with relevant qualification	%	7.3	6.0	6.4	5.4	6.0	0.9
Total 20–24 year old population	%	7.4	5.8	6.3	5.2	5.8	0.3
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above</b>	<b>%</b>	<b>3.1</b>	<b>2.0</b>	<b>1.5</b>	<b>1.2</b>	<b>1.3</b>	<b>0.9</b>
95 per cent confidence intervals							
20–24 year old population with relevant qualification	± '000	32.4	30.1	38.0	32.8	36.4	24.3
Total 20–24 year old population	± '000	43.1	35.9	43.5	35.0	38.0	8.3
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above</b>	<b>± %</b>	<b>4.6</b>	<b>3.2</b>	<b>2.5</b>	<b>2.2</b>	<b>2.3</b>	<b>1.5</b>

(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 II and are therefore excluded from the numerator but included in the denominator.

(c) 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).

(d) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

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

Source: ABS (unpublished) Survey of Education and Work, 2013.

**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 III level or above, by Indigenous status, 2012-13 (a), (b)**

	<i>Unit</i>	<i>Indigenous (c)</i>	<i>Non-Indigenous (d)</i>
		Estimates	
20–24 year old population with relevant qualification	'000	30.9	1 363.7
Total 20–24 year old population	'000	57.6	1 599.2
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above</b>	<b>%</b>	<b>53.7</b>	<b>85.3</b>
		Relative standard errors	
20–24 year old population with relevant qualification	%	5.4	0.9
Total 20–24 year old population	%	0.6	0.4
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above</b>	<b>%</b>	<b>5.4</b>	<b>0.8</b>
		95 per cent confidence intervals	
20–24 year old population with relevant qualification	± '000	3.3	24.5
Total 20–24 year old population	± '000	0.6	11.9
<b>Proportion of the 20–24 year old population having attained a year 12 or equivalent or AQF Cert III or above</b>	<b>± %</b>	<b>5.7</b>	<b>1.3</b>

(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) Data for Indigenous people are from the 2012-13 NATSIHS component of the AATSIHS.

(d) Data for non-Indigenous people are from ABS (2012) SEW.

*Source:* ABS (unpublished) National Aboriginal and Torres Strait Islander Health Survey 2012-13; ABS (unpublished) Survey of Education and Work, 2012.

**Table NEA.4.5 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2006 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
SEIFA IRSD quintile 1										
20–24 year old population with relevant qualification	no.	58 931	37 934	28 673	11 085	14 754	5 346	557	1 315	158 638
Total 20–24 year old population	no.	81 522	50 030	40 261	16 971	22 759	8 647	649	3 983	224 883
<b>Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>72.3</b>	<b>75.8</b>	<b>71.2</b>	<b>65.3</b>	<b>64.8</b>	<b>61.8</b>	<b>85.8</b>	<b>33.0</b>	<b>70.5</b>
SEIFA IRSD quintile 2										
20–24 year old population with relevant qualification	no.	63 475	46 345	40 292	17 727	17 041	4 438	1 415	1 267	192 000
Total 20–24 year old population	no.	79 119	56 446	50 868	23 553	22 319	6 113	1 641	1 846	241 905
<b>Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>80.2</b>	<b>82.1</b>	<b>79.2</b>	<b>75.3</b>	<b>76.4</b>	<b>72.6</b>	<b>86.2</b>	<b>68.6</b>	<b>79.4</b>
SEIFA IRSD quintile 3										
20–24 year old population with relevant qualification	no.	57 542	56 334	45 448	19 502	13 145	4 741	2 776	1 699	201 196
Total 20–24 year old population	no.	69 051	65 639	54 144	24 627	16 294	5 805	3 254	2 311	241 134
<b>Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>83.3</b>	<b>85.8</b>	<b>83.9</b>	<b>79.2</b>	<b>80.7</b>	<b>81.7</b>	<b>85.3</b>	<b>73.5</b>	<b>83.4</b>
SEIFA IRSD quintile 4										
20–24 year old population with relevant qualification	no.	58 553	60 486	44 731	21 240	15 286	3 644	6 944	1 317	212 207
Total 20–24 year old population	no.	68 022	67 573	51 129	25 177	17 977	4 160	7 819	1 677	243 544
<b>Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>86.1</b>	<b>89.5</b>	<b>87.5</b>	<b>84.4</b>	<b>85.0</b>	<b>87.6</b>	<b>88.8</b>	<b>78.5</b>	<b>87.1</b>
SEIFA IRSD quintile 5										
20–24 year old population with relevant qualification	no.	81 218	63 497	40 736	27 227	11 188	1 671	10 377	1 260	237 204
Total 20–24 year old population	no.	88 347	67 698	44 141	30 152	12 455	1 837	11 100	1 562	257 325



**Table NEA.4.5 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by SES based on SEIFA IRSD, 2006 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (f)</i>
SEIFA IRSD quintile 1										
<b>Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Cert II or above</b>	<b>%</b>	<b>91.9</b>	<b>93.8</b>	<b>92.3</b>	<b>90.3</b>	<b>89.8</b>	<b>91.0</b>	<b>93.5</b>	<b>80.7</b>	<b>92.2</b>

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 2006 SEIFA IRSD (at CD level) disaggregated into quintiles (where 1 is the most disadvantaged and 5 is the least disadvantaged).

(e) SES excludes people whose SEIFA IRSD could not be determined.

(f) Australia includes 'Other Territories'.

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

## **NEA Indicator 5:**

**The proportion of young  
people participating in  
post-school education,  
training or employment**

**Table NEA.5.1 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, 2013 (a), (b), (c), (d)**

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	9.4	93.6	136.6	9.5	249.2	165.8	415.0
Quintile 2	'000	4.5	119.4	168.3	11.0	303.3	133.8	437.1
Quintile 3	'000	6.4	139.3	207.5	12.4	365.6	108.0	473.6
Quintile 4	'000	9.6	167.8	169.3	11.4	358.2	112.2	470.5
Quintile 5	'000	11.1	193.8	155.8	14.8	375.5	83.1	458.6
Total (e)	'000	41.3	720.8	841.3	60.0	1 663.3	604.5	2 267.8
Proportion								
Quintile 1	%	2.3	22.6	32.9	2.3	60.0	40.0	100.0
Quintile 2	%	1.0	27.3	38.5	2.5	69.4	30.6	100.0
Quintile 3	%	1.4	29.4	43.8	2.6	77.2	22.8	100.0
Quintile 4	%	2.0	35.7	36.0	2.4	76.1	23.9	100.0
Quintile 5	%	2.4	42.3	34.0	3.2	81.9	18.1	100.0
Total (e)	%	1.8	31.8	37.1	2.6	73.3	26.7	100.0
Relative standard error of proportions								
Quintile 1	%	28.8	7.2	4.7	23.4	2.8	4.2	..
Quintile 2	%	33.8	6.6	5.0	16.7	2.8	6.3	..
Quintile 3	%	34.2	7.3	3.9	22.4	2.2	7.4	..
Quintile 4	%	26.2	5.1	4.7	22.6	2.3	7.4	..
Quintile 5	%	18.6	3.5	3.8	20.7	1.6	7.3	..
Total (e)	%	12.4	2.1	1.8	7.7	0.8	2.2	..
95 per cent confidence interval of proportions								
Quintile 1	± %	1.3	3.2	3.0	1.1	3.3	3.3	..

**Table NEA.5.1 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, 2013 (a), (b), (c), (d)**

	Unit	<i>Fully engaged</i>				<i>Total fully engaged</i>	<i>Not fully engaged</i>	<i>Total</i>
		<i>Engaged through full time study and full time employment</i>	<i>Primarily engaged through full time study</i>	<i>Primarily engaged through full time employment</i>	<i>Engaged through part time study and part time employment</i>			
Quintile 2	± %	0.7	3.5	3.7	0.8	3.8	3.8	..
Quintile 3	± %	0.9	4.2	3.3	1.2	3.3	3.3	..
Quintile 4	± %	1.1	3.5	3.3	1.1	3.5	3.5	..
Quintile 5	± %	0.9	2.9	2.5	1.3	2.6	2.6	..
<b>Total (e)</b>	± %	<b>0.4</b>	<b>1.3</b>	<b>1.3</b>	<b>0.4</b>	<b>1.2</b>	<b>1.2</b>	..

(a) People who were in school level education are excluded from the calculation (numerator and denominator).

(b) 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).

(c) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution.

(d) People permanently unable to work (PUW) are excluded from the in-scope population for this report. As a result, data in this table may differ from that published on the ABS website.

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

.. Not applicable.

Source: ABS (unpublished) Survey of Education and Work, 2013.

**Table NEA.5.2 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, 2012-13 (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								
Indigenous (c)	'000	2.2	11.1	21.5	2.2	37.0	54.5	91.5
Non-Indigenous (d)	'000	40.2	737.8	873.5	53.1	1 704.6	527.5	2 232.1
Proportion								
Indigenous (c)	%	2.4	12.1	23.5	2.5	40.4	59.6	100.0
Non-Indigenous (d)	%	1.8	33.1	39.1	2.4	76.4	23.6	100.0
Relative standard error of proportions								
Indigenous (c)	%	24.1	11.9	8.7	28.1	5.5	3.8	..
Non-Indigenous (d)	%	13.5	2.5	1.9	9.0	0.8	2.5	..
95 per cent confidence interval of proportions								
Indigenous (c)	± %	1.1	2.8	4.0	1.4	4.4	4.4	..
Non-Indigenous (d)	± %	0.5	1.6	1.5	0.4	1.2	1.2	..

(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) Estimates with a relative standard error of between 25 and 50 per cent should be used with caution.

(c) Data for Indigenous people are from the 2012-13 NATSIHS component of the AATSIHS.

(d) Data for non-Indigenous people are from ABS (2012) SEW.

.. Not applicable.

Source: ABS (unpublished) Survey of Education and Work, 2012 ABS (unpublished) National Aboriginal and Torres Strait Islander Health Survey, 2012-13.

## **NEA [NIRA] 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 [NIRA] Indicator 6 (b):**

**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, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
NSW									
Metropolitan	97.5	97.4	97.2	95.2	95.1	94.5	97.6	97.5	97.3
Provincial	96.4	96.3	96.0	94.5	94.2	94.1	96.8	96.7	96.4
Remote	97.8	97.8	97.6	97.0	96.3	96.3	98.9	99.3	98.6
Very remote	95.2	95.2	94.2	90.9	90.9	90.9	98.3	98.3	96.6
<b>Total</b>	<b>97.2</b>	<b>97.2</b>	<b>96.9</b>	<b>94.9</b>	<b>94.7</b>	<b>94.3</b>	<b>97.4</b>	<b>97.4</b>	<b>97.1</b>
Victoria									
Metropolitan	94.7	94.6	94.4	87.8	89.1	88.5	95.1	94.9	94.7
Provincial	93.5	93.2	93.1	87.9	87.2	86.4	94.0	93.8	93.7
Remote	95.6	88.9	93.3	np	np	np	95.5	88.6	93.2
Very remote	..	..	..	..	..	..	..	..	..
<b>Total</b>	<b>94.4</b>	<b>94.2</b>	<b>94.1</b>	<b>87.9</b>	<b>88.1</b>	<b>87.4</b>	<b>94.8</b>	<b>94.6</b>	<b>94.5</b>
Queensland									
Metropolitan	95.0	94.7	94.6	91.3	91.0	90.6	95.2	94.9	94.9
Provincial	93.4	93.0	92.9	92.1	90.9	90.6	93.5	93.2	93.2
Remote	93.2	93.8	92.8	87.1	89.5	87.8	95.2	95.2	94.4
Very remote	89.2	90.7	87.2	86.9	88.8	84.7	92.9	93.8	91.1
<b>Total</b>	<b>94.2</b>	<b>94.0</b>	<b>93.9</b>	<b>90.7</b>	<b>90.5</b>	<b>89.6</b>	<b>94.5</b>	<b>94.3</b>	<b>94.2</b>
WA									
Metropolitan	95.7	95.6	95.3	89.0	89.3	87.4	96.1	96.0	95.8
Provincial	95.0	94.5	94.8	91.2	90.0	89.6	95.6	95.1	95.5
Remote	92.3	91.7	92.1	82.8	81.5	82.5	95.4	94.9	95.4
Very remote	85.0	84.9	84.0	76.6	77.4	74.8	95.7	94.3	96.0
<b>Total</b>	<b>95.1</b>	<b>94.8</b>	<b>94.7</b>	<b>85.6</b>	<b>85.4</b>	<b>84.1</b>	<b>96.0</b>	<b>95.8</b>	<b>95.7</b>
SA									
Metropolitan	93.4	93.4	93.3	81.6	81.6	81.0	93.8	93.8	93.7



TABLE NIRA.6(b).1

Table NIRA.6(b).1 Year 3 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Provincial	93.3	93.1	93.2	87.1	86.0	86.0	93.9	93.7	93.8
Remote	95.9	95.8	95.1	np	np	np	96.0	96.0	95.4
Very remote	82.6	87.5	82.6	73.8	82.1	71.4	93.1	93.1	93.1
<b>Total</b>	<b>93.3</b>	<b>93.3</b>	<b>93.2</b>	<b>83.2</b>	<b>83.7</b>	<b>82.3</b>	<b>93.9</b>	<b>93.9</b>	<b>93.8</b>
Tasmania									
Metropolitan	96.4	97.2	96.2	93.2	95.3	91.2	96.5	97.2	96.4
Provincial	95.2	95.2	95.0	95.6	96.8	97.2	97.0	97.0	96.7
Remote	98.5	100.0	98.5	np	np	np	98.3	100.0	98.3
Very remote	np	np	np	np	np	np	np	np	np
<b>Total</b>	<b>95.8</b>	<b>96.1</b>	<b>95.6</b>	<b>94.8</b>	<b>96.3</b>	<b>95.1</b>	<b>96.8</b>	<b>97.1</b>	<b>96.6</b>
ACT									
Metropolitan	93.1	93.2	93.1	83.7	86.0	81.4	93.4	93.4	93.4
Provincial	np	np	np	np	np	np	np	np	np
Remote	..	..	..	..	..	..	..	..	..
Very remote	..	..	..	..	..	..	..	..	..
<b>Total</b>	<b>93.1</b>	<b>93.2</b>	<b>93.1</b>	<b>83.3</b>	<b>85.6</b>	<b>81.1</b>	<b>93.4</b>	<b>93.4</b>	<b>93.4</b>
NT									
Metropolitan	..	..	..	..	..	..	..	..	..
Provincial	95.4	95.5	94.6	92.6	93.6	91.9	96.2	96.1	95.5
Remote	85.2	88.0	85.5	79.6	84.9	80.7	89.6	90.5	89.3
Very remote	72.7	76.4	72.6	69.7	73.9	69.5	96.0	96.0	96.8
<b>Total</b>	<b>86.6</b>	<b>88.4</b>	<b>86.3</b>	<b>76.6</b>	<b>80.3</b>	<b>76.6</b>	<b>94.9</b>	<b>95.1</b>	<b>94.4</b>
Aust									
Metropolitan	95.7	95.6	95.4	91.4	91.5	90.6	95.9	95.8	95.7
Provincial	94.6	94.3	94.2	92.5	92.0	91.7	95.0	94.8	94.7
Remote	92.7	93.0	92.4	85.7	87.2	85.9	95.2	95.1	94.8

Table NIRA.6(b).1 Year 3 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Very remote	82.6	84.5	81.7	76.8	79.6	75.6	94.7	94.5	94.2
<b>Total</b>	<b>95.2</b>	<b>95.1</b>	<b>94.9</b>	<b>89.4</b>	<b>89.7</b>	<b>88.6</b>	<b>95.7</b>	<b>95.5</b>	<b>95.4</b>

(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 (2013 and unpublished) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

TABLE NIRA.6(b).2

Table NIRA.6(b).2 Year 5 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
NSW									
Metropolitan	97.9	97.8	97.6	95.0	95.4	94.9	98.0	97.9	97.7
Provincial	96.6	96.6	96.1	94.1	93.8	93.6	96.9	97.0	96.5
Remote	98.0	96.5	97.8	96.0	94.0	96.7	99.2	98.0	98.4
Very remote	93.5	93.5	89.2	93.9	95.9	87.8	93.0	90.7	90.7
<b>Total</b>	<b>97.6</b>	<b>97.5</b>	<b>97.2</b>	<b>94.6</b>	<b>94.6</b>	<b>94.2</b>	<b>97.8</b>	<b>97.7</b>	<b>97.4</b>
Victoria									
Metropolitan	95.6	95.5	95.1	89.4	90.7	87.0	95.9	95.8	95.4
Provincial	94.0	93.6	93.6	86.5	85.5	85.3	94.7	94.3	94.3
Remote	96.5	91.2	96.5	np	np	np	96.4	91.1	96.4
Very remote	..	..	..	..	..	..	..	..	..
<b>Total</b>	<b>95.2</b>	<b>95.0</b>	<b>94.8</b>	<b>87.8</b>	<b>87.9</b>	<b>86.1</b>	<b>95.6</b>	<b>95.4</b>	<b>95.1</b>
Queensland									
Metropolitan	95.7	95.4	95.2	92.5	92.6	91.8	95.8	95.5	95.4
Provincial	93.9	93.4	93.3	91.7	91.5	90.7	94.1	93.6	93.6
Remote	95.4	95.3	94.5	94.0	92.1	92.5	95.9	96.4	95.1
Very remote	91.2	91.7	89.5	90.2	91.3	88.4	92.5	92.2	91.1
<b>Total</b>	<b>94.9</b>	<b>94.6</b>	<b>94.5</b>	<b>92.0</b>	<b>92.0</b>	<b>91.0</b>	<b>95.2</b>	<b>94.9</b>	<b>94.7</b>
WA									
Metropolitan	96.3	96.2	95.9	88.0	90.0	87.7	96.7	96.6	96.4
Provincial	95.3	95.3	94.4	92.7	92.5	88.9	95.7	95.7	95.1
Remote	92.9	92.2	91.7	82.3	80.4	78.6	96.7	96.3	96.1
Very remote	81.9	82.9	80.8	72.2	73.4	70.8	95.8	96.4	95.5
<b>Total</b>	<b>95.5</b>	<b>95.5</b>	<b>95.0</b>	<b>84.4</b>	<b>85.1</b>	<b>82.4</b>	<b>96.5</b>	<b>96.4</b>	<b>96.1</b>
SA									
Metropolitan	94.2	94.0	94.0	84.0	83.2	82.9	94.6	94.5	94.4

TABLE NIRA.6(b).2

Table NIRA.6(b).2 Year 5 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Provincial	93.8	93.8	93.5	85.0	85.4	84.5	94.4	94.3	94.1
Remote	94.1	94.8	93.4	np	np	np	94.3	94.4	93.3
Very remote	87.0	87.9	85.5	77.3	79.4	77.3	96.9	96.9	95.9
<b>Total</b>	<b>94.0</b>	<b>93.9</b>	<b>93.8</b>	<b>83.7</b>	<b>84.0</b>	<b>83.2</b>	<b>94.6</b>	<b>94.4</b>	<b>94.3</b>
Tasmania									
Metropolitan	97.3	97.4	96.8	97.1	97.1	94.7	97.3	97.4	97.0
Provincial	95.8	95.6	94.9	96.0	95.0	94.3	97.5	97.5	96.6
Remote	94.0	95.2	91.6	np	np	np	95.9	95.9	93.2
Very remote	np	np	np	np	np	np	np	np	np
<b>Total</b>	<b>96.4</b>	<b>96.4</b>	<b>95.7</b>	<b>96.3</b>	<b>95.8</b>	<b>94.4</b>	<b>97.4</b>	<b>97.4</b>	<b>96.7</b>
ACT									
Metropolitan	94.7	95.0	94.7	91.8	91.8	91.8	94.8	95.1	94.7
Provincial	np	np	np	np	np	np	np	np	np
Remote	..	..	..	..	..	..	..	..	..
Very remote	..	..	..	..	..	..	..	..	..
<b>Total</b>	<b>94.7</b>	<b>95.0</b>	<b>94.6</b>	<b>91.5</b>	<b>91.5</b>	<b>91.5</b>	<b>94.8</b>	<b>95.1</b>	<b>94.7</b>
NT									
Metropolitan	..	..	..	..	..	..	..	..	..
Provincial	95.3	95.6	94.3	93.3	92.7	90.3	96.1	96.5	95.6
Remote	90.1	89.7	88.3	88.5	88.9	84.8	91.1	90.1	90.4
Very remote	72.7	75.4	69.6	70.3	73.0	67.2	96.3	98.2	95.4
<b>Total</b>	<b>87.3</b>	<b>88.2</b>	<b>85.5</b>	<b>78.1</b>	<b>79.7</b>	<b>74.9</b>	<b>95.1</b>	<b>95.3</b>	<b>94.5</b>
Aust									
Metropolitan	96.4	96.3	96.0	92.2	92.6	91.5	96.6	96.5	96.2
Provincial	95.0	94.8	94.5	92.2	91.9	91.0	95.4	95.2	95.0
Remote	93.9	93.4	92.8	89.2	88.2	86.9	95.5	95.2	94.8

Table NIRA.6(b).2 Year 5 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Very remote	82.0	83.4	79.9	76.3	78.2	73.9	94.7	94.9	93.7
<b>Total</b>	<b>95.8</b>	<b>95.7</b>	<b>95.4</b>	<b>89.7</b>	<b>90.0</b>	<b>88.5</b>	<b>96.2</b>	<b>96.1</b>	<b>95.9</b>

(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 (2013 and unpublished) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

TABLE NIRA.6(b).3

Table NIRA.6(b).3 Year 7 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
NSW									
Metropolitan	97.5	97.5	97.1	93.3	93.7	91.6	97.7	97.7	97.3
Provincial	95.7	95.6	94.9	90.1	90.5	88.6	96.5	96.4	95.7
Remote	94.2	93.9	93.2	88.3	88.3	86.7	98.2	97.6	98.2
Very remote	89.5	82.9	85.5	np	np	np	100.0	97.6	97.6
<b>Total</b>	<b>97.1</b>	<b>97.1</b>	<b>96.5</b>	<b>91.5</b>	<b>91.7</b>	<b>89.8</b>	<b>97.4</b>	<b>97.4</b>	<b>96.9</b>
Victoria									
Metropolitan	95.5	95.6	95.2	88.4	89.0	87.3	95.7	95.7	95.4
Provincial	93.5	93.8	92.9	83.6	84.5	82.6	94.0	94.3	93.5
Remote	94.4	94.4	88.9	np	np	np	94.2	94.2	88.5
Very remote	..	..	..	..	..	..	..	..	..
<b>Total</b>	<b>95.0</b>	<b>95.2</b>	<b>94.7</b>	<b>86.0</b>	<b>86.7</b>	<b>84.9</b>	<b>95.3</b>	<b>95.4</b>	<b>94.9</b>
Queensland									
Metropolitan	95.6	95.5	95.2	93.1	92.8	92.7	95.7	95.7	95.3
Provincial	94.3	94.0	93.6	90.9	90.7	89.7	94.6	94.3	94.0
Remote	94.4	94.5	93.5	88.2	88.2	85.9	96.2	96.3	95.7
Very remote	90.7	91.5	89.3	88.5	89.5	86.6	93.5	94.1	92.8
<b>Total</b>	<b>95.0</b>	<b>94.9</b>	<b>94.5</b>	<b>91.5</b>	<b>91.4</b>	<b>90.6</b>	<b>95.3</b>	<b>95.2</b>	<b>94.8</b>
WA									
Metropolitan	96.4	96.5	96.0	89.3	89.4	87.9	96.8	96.9	96.4
Provincial	95.7	95.6	95.1	89.6	89.6	88.5	96.5	96.3	95.9
Remote	93.2	92.9	91.9	80.9	80.5	77.9	97.7	97.6	96.9
Very remote	78.9	79.5	79.2	69.2	70.4	69.6	95.7	95.7	96.1
<b>Total</b>	<b>95.6</b>	<b>95.7</b>	<b>95.2</b>	<b>82.9</b>	<b>83.2</b>	<b>81.8</b>	<b>96.7</b>	<b>96.8</b>	<b>96.3</b>
SA									
Metropolitan	94.4	94.6	94.0	86.1	84.3	84.5	94.8	95.1	94.5

TABLE NIRA.6(b).3

Table NIRA.6(b).3 Year 7 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Provincial	93.9	94.0	93.3	89.3	90.5	84.8	94.3	94.3	93.8
Remote	96.4	96.2	95.8	np	np	np	96.8	96.6	96.2
Very remote	81.1	83.4	80.6	73.8	78.8	76.3	90.5	89.3	88.1
<b>Total</b>	<b>94.2</b>	<b>94.4</b>	<b>93.8</b>	<b>86.0</b>	<b>86.0</b>	<b>83.8</b>	<b>94.7</b>	<b>94.9</b>	<b>94.3</b>
Tasmania									
Metropolitan	95.5	95.6	94.8	94.0	92.3	92.9	95.9	95.9	94.9
Provincial	94.5	94.4	93.7	93.4	93.7	91.7	95.8	95.7	95.1
Remote	97.4	100.0	97.4	np	np	np	97.0	100.0	97.0
Very remote	np	np	np	np	np	np	np	np	np
<b>Total</b>	<b>95.0</b>	<b>95.0</b>	<b>94.2</b>	<b>93.7</b>	<b>93.3</b>	<b>92.2</b>	<b>95.9</b>	<b>95.8</b>	<b>95.1</b>
ACT									
Metropolitan	93.9	94.8	93.9	86.2	85.3	81.9	94.1	95.1	94.2
Provincial	..	..	..	..	..	..	..	..	..
Remote	..	..	..	..	..	..	..	..	..
Very remote	..	..	..	..	..	..	..	..	..
<b>Total</b>	<b>93.9</b>	<b>94.8</b>	<b>93.9</b>	<b>86.2</b>	<b>85.3</b>	<b>81.9</b>	<b>94.1</b>	<b>95.1</b>	<b>94.2</b>
NT									
Metropolitan	..	..	..	..	..	..	..	..	..
Provincial	93.1	94.0	92.7	84.6	86.3	84.6	95.3	96.1	94.8
Remote	86.2	88.0	86.5	72.3	76.1	74.0	96.8	97.1	96.0
Very remote	69.8	72.6	70.0	67.4	70.6	67.5	97.7	97.7	97.7
<b>Total</b>	<b>85.2</b>	<b>86.8</b>	<b>85.1</b>	<b>72.4</b>	<b>75.4</b>	<b>72.9</b>	<b>95.8</b>	<b>96.4</b>	<b>95.2</b>
Aust									
Metropolitan	96.2	96.2	95.8	91.8	91.7	90.6	96.3	96.4	96.0
Provincial	94.6	94.6	93.9	89.5	89.8	88.1	95.2	95.2	94.6
Remote	92.9	93.1	92.1	81.4	82.4	80.1	97.0	97.0	96.2

Table NIRA.6(b).3 Year 7 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Very remote	79.5	80.8	79.1	73.0	75.1	72.7	94.9	94.9	94.4
<b>Total</b>	<b>95.5</b>	<b>95.6</b>	<b>95.1</b>	<b>87.7</b>	<b>88.1</b>	<b>86.6</b>	<b>96.0</b>	<b>96.1</b>	<b>95.6</b>

(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 (2013 and unpublished) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.



TABLE NIRA.6(b).4

Table NIRA.6(b).4 Year 9 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
NSW									
Metropolitan	95.2	95.4	94.6	83.8	84.5	82.6	95.6	95.9	95.0
Provincial	91.6	91.8	90.6	79.1	79.0	78.2	93.2	93.5	92.2
Remote	87.0	86.0	86.6	80.3	78.2	80.3	93.9	93.2	92.6
Very remote	76.3	72.5	71.3	np	np	np	95.2	95.2	95.2
<b>Total</b>	<b>94.3</b>	<b>94.5</b>	<b>93.6</b>	<b>81.1</b>	<b>81.2</b>	<b>80.0</b>	<b>95.1</b>	<b>95.3</b>	<b>94.4</b>
Victoria									
Metropolitan	92.0	92.4	91.2	77.6	78.4	75.3	92.2	92.7	91.4
Provincial	89.0	89.8	88.6	71.5	72.9	70.9	89.9	90.7	89.5
Remote	92.7	95.1	87.8	np	np	np	92.7	95.1	87.8
Very remote	..	..	..	..	..	..	..	..	..
<b>Total</b>	<b>91.2</b>	<b>91.8</b>	<b>90.5</b>	<b>74.4</b>	<b>75.5</b>	<b>73.0</b>	<b>91.6</b>	<b>92.2</b>	<b>90.9</b>
Queensland									
Metropolitan	91.4	91.5	90.6	84.2	83.5	82.3	91.7	91.9	91.0
Provincial	90.4	90.4	89.4	83.6	83.2	81.8	91.0	91.1	90.2
Remote	85.7	85.9	85.9	67.0	67.6	70.2	92.9	93.1	92.1
Very remote	82.1	83.0	80.6	76.5	77.3	75.7	88.6	89.6	86.3
<b>Total</b>	<b>90.8</b>	<b>90.9</b>	<b>90.0</b>	<b>82.6</b>	<b>82.2</b>	<b>81.1</b>	<b>91.4</b>	<b>91.6</b>	<b>90.7</b>
WA									
Metropolitan	93.6	93.9	93.4	72.1	74.6	73.2	94.6	94.8	94.3
Provincial	92.2	92.1	91.0	76.1	76.3	73.4	93.9	93.7	93.0
Remote	86.0	85.9	84.5	65.3	64.6	62.6	94.5	94.5	93.3
Very remote	64.7	64.5	63.4	48.6	47.4	47.4	92.6	93.6	90.4
<b>Total</b>	<b>92.5</b>	<b>92.7</b>	<b>92.0</b>	<b>68.0</b>	<b>68.7</b>	<b>67.1</b>	<b>94.5</b>	<b>94.6</b>	<b>94.0</b>
SA									
Metropolitan	90.4	90.9	89.9	67.2	68.2	64.8	91.3	91.8	90.8

TABLE NIRA.6(b).4

Table NIRA.6(b).4 Year 9 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Provincial	90.1	90.5	89.2	70.4	75.5	68.7	91.3	91.6	90.3
Remote	92.2	92.0	91.7	np	np	np	92.9	93.3	92.7
Very remote	74.7	75.3	72.8	np	np	np	94.1	95.3	92.9
<b>Total</b>	<b>90.2</b>	<b>90.7</b>	<b>89.7</b>	<b>67.2</b>	<b>69.0</b>	<b>64.9</b>	<b>91.3</b>	<b>91.8</b>	<b>90.8</b>
Tasmania									
Metropolitan	92.1	92.6	91.0	78.5	79.7	76.3	93.5	93.9	92.5
Provincial	90.9	91.4	90.3	82.2	84.5	83.2	93.2	93.4	92.4
Remote	np	np	np	np	np	np	np	np	np
Very remote	np	np	np	np	np	np	np	np	np
<b>Total</b>	<b>91.4</b>	<b>92.0</b>	<b>90.6</b>	<b>80.8</b>	<b>82.8</b>	<b>80.8</b>	<b>93.4</b>	<b>93.6</b>	<b>92.5</b>
ACT									
Metropolitan	90.5	91.3	90.3	74.4	78.4	74.4	91.0	91.7	90.8
Provincial	..	..	..	..	..	..	..	..	..
Remote	..	..	..	..	..	..	..	..	..
Very remote	..	..	..	..	..	..	..	..	..
<b>Total</b>	<b>90.5</b>	<b>91.3</b>	<b>90.3</b>	<b>74.4</b>	<b>78.4</b>	<b>74.4</b>	<b>91.0</b>	<b>91.7</b>	<b>90.8</b>
NT									
Metropolitan	..	..	..	..	..	..	..	..	..
Provincial	90.3	90.4	89.7	80.0	78.1	79.2	93.4	93.9	92.8
Remote	78.6	80.7	79.9	60.6	64.2	64.5	94.0	94.9	93.1
Very remote	52.5	52.7	51.7	48.5	49.4	47.7	97.8	95.7	97.8
<b>Total</b>	<b>80.5</b>	<b>81.1</b>	<b>80.3</b>	<b>61.4</b>	<b>62.1</b>	<b>61.8</b>	<b>93.6</b>	<b>94.2</b>	<b>93.0</b>
Aust									
Metropolitan	92.9	93.2	92.3	80.5	81.0	79.1	93.4	93.7	92.8
Provincial	90.6	90.9	89.8	79.2	79.4	78.0	91.8	92.1	91.0
Remote	85.8	86.2	85.4	67.2	67.6	67.9	93.7	93.9	92.7

Table NIRA.6(b).4 Year 9 student participation in assessment, by Indigenous status, by geolocation, 2013 (per cent) (a)

	<i>All students</i>			<i>Indigenous students</i>			<i>Non-Indigenous students</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Writing</i>	<i>Numeracy</i>
Very remote	66.9	67.0	65.5	54.4	54.5	53.2	92.1	92.8	90.4
<b>Total</b>	<b>92.1</b>	<b>92.4</b>	<b>91.4</b>	<b>76.8</b>	<b>77.2</b>	<b>75.7</b>	<b>93.0</b>	<b>93.3</b>	<b>92.3</b>

(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 (2013 and unpublished) 2013 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy, Sydney.

TABLE NIRA.6(b).5

Table NIRA.6(b).5 **Proportion of student exemptions, by Indigenous status, by State and Territory, 2013 (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 reading									
Indigenous students	2.8	7.1	2.3	1.6	4.4	1.7	2.3	1.6	2.7
Non-Indigenous students	1.5	2.6	1.4	1.2	2.1	1.5	2.3	1.8	1.8
<b>Total</b>	<b>1.6</b>	<b>2.8</b>	<b>1.5</b>	<b>1.2</b>	<b>2.3</b>	<b>1.5</b>	<b>2.3</b>	<b>1.7</b>	<b>1.9</b>
Year 3 writing									
Indigenous students	2.8	7.2	2.3	1.6	4.3	1.7	2.3	1.6	2.7
Non-Indigenous students	1.5	2.6	1.5	1.2	2.1	1.5	2.3	1.9	1.8
<b>Total</b>	<b>1.6</b>	<b>2.9</b>	<b>1.5</b>	<b>1.3</b>	<b>2.3</b>	<b>1.5</b>	<b>2.3</b>	<b>1.8</b>	<b>1.9</b>
Year 3 numeracy									
Indigenous students	2.8	7.0	2.3	1.6	4.4	1.7	2.3	1.6	2.7
Non-Indigenous students	1.5	2.5	1.4	1.2	2.0	1.5	2.2	1.8	1.7
<b>Total</b>	<b>1.6</b>	<b>2.8</b>	<b>1.4</b>	<b>1.2</b>	<b>2.2</b>	<b>1.5</b>	<b>2.2</b>	<b>1.7</b>	<b>1.9</b>
Year 5 reading									
Indigenous students	2.6	5.4	2.8	1.2	3.6	2.7	3.4	2.2	2.7
Non-Indigenous students	1.5	2.6	1.6	1.2	1.9	1.5	2.0	2.6	1.8
<b>Total</b>	<b>1.6</b>	<b>2.8</b>	<b>1.7</b>	<b>1.2</b>	<b>2.0</b>	<b>1.6</b>	<b>2.0</b>	<b>2.4</b>	<b>1.9</b>
Year 5 writing									
Indigenous students	2.6	5.5	2.9	1.2	3.4	2.7	3.4	2.2	2.7
Non-Indigenous students	1.5	2.6	1.6	1.2	2.0	1.5	2.1	2.7	1.8
<b>Total</b>	<b>1.6</b>	<b>2.8</b>	<b>1.7</b>	<b>1.2</b>	<b>2.1</b>	<b>1.6</b>	<b>2.1</b>	<b>2.4</b>	<b>1.9</b>
Year 5 numeracy									
Indigenous students	2.6	5.4	2.8	1.2	3.4	2.7	3.4	2.2	2.7
Non-Indigenous students	1.5	2.5	1.5	1.2	1.9	1.5	2.0	2.6	1.8
<b>Total</b>	<b>1.5</b>	<b>2.8</b>	<b>1.6</b>	<b>1.2</b>	<b>2.0</b>	<b>1.6</b>	<b>2.0</b>	<b>2.4</b>	<b>1.9</b>
Year 7 reading									
Indigenous students	2.9	3.5	3.0	1.7	2.8	3.3	2.6	3.0	2.8
Non-Indigenous students	1.3	2.0	1.5	1.2	1.6	1.0	2.3	2.2	1.5

TABLE NIRA.6(b).5

Table NIRA.6(b).5 Proportion of student exemptions, by Indigenous status, by State and Territory, 2013 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Total</b>	<b>1.4</b>	<b>2.1</b>	<b>1.6</b>	<b>1.2</b>	<b>1.6</b>	<b>1.3</b>	<b>2.3</b>	<b>2.5</b>	<b>1.6</b>
Year 7 writing									
Indigenous students	2.9	3.5	3.2	1.6	3.0	3.3	2.6	3.0	2.9
Non-Indigenous students	1.3	2.0	1.6	1.2	1.6	1.0	2.3	2.2	1.6
<b>Total</b>	<b>1.4</b>	<b>2.1</b>	<b>1.7</b>	<b>1.2</b>	<b>1.7</b>	<b>1.3</b>	<b>2.3</b>	<b>2.5</b>	<b>1.6</b>
Year 7 numeracy									
Indigenous students	2.9	3.5	3.0	1.7	3.1	3.3	2.6	3.0	2.8
Non-Indigenous students	1.3	1.9	1.5	1.2	1.6	1.1	2.3	2.2	1.5
<b>Total</b>	<b>1.4</b>	<b>2.0</b>	<b>1.6</b>	<b>1.2</b>	<b>1.6</b>	<b>1.3</b>	<b>2.3</b>	<b>2.6</b>	<b>1.6</b>
Year 9 reading									
Indigenous students	2.2	5.0	2.4	2.1	3.9	1.9	4.0	3.2	2.6
Non-Indigenous students	1.3	2.0	1.5	1.2	1.8	1.3	1.5	2.3	1.5
<b>Total</b>	<b>1.3</b>	<b>2.1</b>	<b>1.5</b>	<b>1.3</b>	<b>1.9</b>	<b>1.4</b>	<b>1.5</b>	<b>2.6</b>	<b>1.6</b>
Year 9 writing									
Indigenous students	2.2	5.1	2.4	2.1	4.0	1.9	4.0	3.2	2.7
Non-Indigenous students	1.3	2.0	1.5	1.2	1.8	1.3	1.5	2.3	1.6
<b>Total</b>	<b>1.3</b>	<b>2.2</b>	<b>1.6</b>	<b>1.4</b>	<b>1.9</b>	<b>1.4</b>	<b>1.6</b>	<b>2.7</b>	<b>1.6</b>
Year 9 numeracy									
Indigenous students	2.2	5.0	2.4	2.1	3.9	1.9	4.0	3.2	2.6
Non-Indigenous students	1.3	2.0	1.5	1.2	1.8	1.3	1.4	2.3	1.5
<b>Total</b>	<b>1.3</b>	<b>2.1</b>	<b>1.5</b>	<b>1.3</b>	<b>1.9</b>	<b>1.5</b>	<b>1.5</b>	<b>2.6</b>	<b>1.6</b>

Source: ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, ACARA, Sydney.

Table NIRA.6(b).6 Proportion of student absences, by Indigenous status, by State and Territory, 2013 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 reading									
Indigenous students	3.5	5.8	5.6	13.0	9.3	3.9	6.1	22.4	7.8
Non-Indigenous students	1.5	2.7	2.1	2.3	2.5	2.4	2.4	2.3	2.1
<b>Total</b>	<b>1.6</b>	<b>2.9</b>	<b>2.4</b>	<b>3.2</b>	<b>2.9</b>	<b>2.5</b>	<b>2.5</b>	<b>11.3</b>	<b>2.5</b>
Year 3 writing									
Indigenous students	3.8	5.6	5.7	13.2	8.9	2.7	3.8	18.7	7.5
Non-Indigenous students	1.6	2.8	2.3	2.5	2.6	2.1	2.3	2.1	2.2
<b>Total</b>	<b>1.7</b>	<b>3.0</b>	<b>2.6</b>	<b>3.4</b>	<b>2.9</b>	<b>2.1</b>	<b>2.4</b>	<b>9.6</b>	<b>2.6</b>
Year 3 numeracy									
Indigenous students	4.2	6.7	6.8	14.5	10.3	3.9	8.3	22.5	8.7
Non-Indigenous students	1.9	3.2	2.6	2.6	2.9	2.6	2.5	2.8	2.5
<b>Total</b>	<b>2.0</b>	<b>3.4</b>	<b>2.9</b>	<b>3.6</b>	<b>3.2</b>	<b>2.7</b>	<b>2.7</b>	<b>11.6</b>	<b>2.9</b>
Year 5 reading									
Indigenous students	4.0	7.6	4.9	14.2	10.7	2.9	3.4	21.0	8.0
Non-Indigenous students	1.5	2.5	2.1	2.3	2.4	2.0	2.5	2.5	2.1
<b>Total</b>	<b>1.6</b>	<b>2.7</b>	<b>2.3</b>	<b>3.2</b>	<b>2.8</b>	<b>2.1</b>	<b>2.5</b>	<b>10.8</b>	<b>2.4</b>
Year 5 writing									
Indigenous students	4.1	7.4	4.8	13.4	10.6	3.3	3.4	19.4	7.7
Non-Indigenous students	1.5	2.6	2.4	2.3	2.5	2.0	2.2	2.2	2.2
<b>Total</b>	<b>1.6</b>	<b>2.9</b>	<b>2.6</b>	<b>3.2</b>	<b>2.9</b>	<b>2.1</b>	<b>2.3</b>	<b>9.9</b>	<b>2.5</b>
Year 5 numeracy									
Indigenous students	4.5	9.4	6.0	16.1	11.3	4.8	3.4	24.2	9.3
Non-Indigenous students	1.8	3.0	2.7	2.7	2.8	2.6	2.7	3.0	2.5
<b>Total</b>	<b>2.0</b>	<b>3.3</b>	<b>2.9</b>	<b>3.8</b>	<b>3.2</b>	<b>2.8</b>	<b>2.7</b>	<b>12.6</b>	<b>2.9</b>
Year 7 reading									
Indigenous students	7.8	12.1	5.8	15.7	9.2	5.7	7.8	26.6	10.5
Non-Indigenous students	2.2	3.7	2.4	2.3	3.0	3.8	3.3	3.2	2.7

TABLE NIRA.6(b).6

Table NIRA.6(b).6 **Proportion of student absences, by Indigenous status, by State and Territory, 2013 (per cent)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Total</b>	<b>2.5</b>	<b>3.9</b>	<b>2.6</b>	<b>3.3</b>	<b>3.3</b>	<b>4.0</b>	<b>3.4</b>	<b>13.7</b>	<b>3.2</b>
Year 7 writing									
Indigenous students	7.5	11.8	5.9	15.4	9.3	6.1	6.9	23.6	10.1
Non-Indigenous students	2.2	3.5	2.4	2.2	2.8	3.9	2.3	2.7	2.7
<b>Total</b>	<b>2.5</b>	<b>3.8</b>	<b>2.7</b>	<b>3.3</b>	<b>3.1</b>	<b>4.0</b>	<b>2.4</b>	<b>12.1</b>	<b>3.1</b>
Year 7 numeracy									
Indigenous students	9.4	13.2	6.8	16.8	11.3	7.1	11.2	26.2	11.7
Non-Indigenous students	2.7	4.0	2.8	2.7	3.4	4.6	3.2	3.8	3.2
<b>Total</b>	<b>3.0</b>	<b>4.2</b>	<b>3.1</b>	<b>3.8</b>	<b>3.8</b>	<b>4.7</b>	<b>3.3</b>	<b>13.8</b>	<b>3.6</b>
Year 9 reading									
Indigenous students	17.9	21.7	12.9	30.9	26.6	18.8	18.4	36.8	20.6
Non-Indigenous students	4.4	6.9	4.8	4.8	6.3	6.3	5.5	5.7	5.3
<b>Total</b>	<b>5.1</b>	<b>7.3</b>	<b>5.3</b>	<b>6.6</b>	<b>7.2</b>	<b>7.5</b>	<b>6.0</b>	<b>18.3</b>	<b>6.2</b>
Year 9 writing									
Indigenous students	17.8	20.5	13.3	30.2	24.8	16.7	15.2	36.1	20.3
Non-Indigenous students	4.1	6.4	4.7	4.6	5.9	6.0	5.0	5.1	5.1
<b>Total</b>	<b>4.9</b>	<b>6.7</b>	<b>5.3</b>	<b>6.4</b>	<b>6.8</b>	<b>7.0</b>	<b>5.3</b>	<b>17.8</b>	<b>5.9</b>
Year 9 numeracy									
Indigenous students	19.0	22.6	14.4	31.9	28.7	18.8	19.2	36.4	21.7
Non-Indigenous students	5.0	7.6	5.5	5.2	6.8	7.2	5.8	6.4	6.0
<b>Total</b>	<b>5.8</b>	<b>7.9</b>	<b>6.1</b>	<b>7.1</b>	<b>7.7</b>	<b>8.3</b>	<b>6.2</b>	<b>18.6</b>	<b>6.9</b>

Source: ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, ACARA, Sydney.

TABLE NIRA.6(b).7

Table NIRA.6(b).7 Proportion of student withdrawals, by Indigenous status, by State and Territory, 2013 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 3 reading									
Indigenous students	1.6	6.3	3.7	1.4	7.5	1.2	10.6	0.9	2.8
Non-Indigenous students	1.1	2.4	3.4	1.7	3.5	0.8	4.1	2.8	2.2
<b>Total</b>	<b>1.1</b>	<b>2.7</b>	<b>3.4</b>	<b>1.7</b>	<b>3.8</b>	<b>1.8</b>	<b>4.4</b>	<b>2.1</b>	<b>2.3</b>
Year 3 writing									
Indigenous students	1.5	6.3	3.8	1.4	7.3	1.0	10.6	0.9	2.8
Non-Indigenous students	1.1	2.5	3.4	1.7	3.5	0.8	4.3	2.8	2.2
<b>Total</b>	<b>1.2</b>	<b>2.7</b>	<b>3.4</b>	<b>1.8</b>	<b>3.7</b>	<b>1.8</b>	<b>4.5</b>	<b>2.1</b>	<b>2.3</b>
Year 3 numeracy									
Indigenous students	1.5	5.9	3.6	1.3	7.5	1.0	10.6	0.9	2.7
Non-Indigenous students	1.0	2.3	3.2	1.6	3.4	0.8	4.0	2.8	2.1
<b>Total</b>	<b>1.1</b>	<b>2.6</b>	<b>3.2</b>	<b>1.7</b>	<b>3.6</b>	<b>1.8</b>	<b>4.2</b>	<b>2.1</b>	<b>2.2</b>
Year 5 reading									
Indigenous students	1.4	4.6	3.1	1.4	5.5	0.8	5.1	0.9	2.3
Non-Indigenous students	0.8	1.9	2.7	1.2	3.1	0.6	2.7	2.5	1.7
<b>Total</b>	<b>0.8</b>	<b>2.0</b>	<b>2.7</b>	<b>1.3</b>	<b>3.2</b>	<b>1.5</b>	<b>2.8</b>	<b>1.9</b>	<b>1.8</b>
Year 5 writing									
Indigenous students	1.3	4.7	3.2	1.5	5.4	0.8	5.1	0.9	2.3
Non-Indigenous students	0.8	1.9	2.7	1.3	3.1	0.6	2.7	2.5	1.7
<b>Total</b>	<b>0.8</b>	<b>2.1</b>	<b>2.8</b>	<b>1.3</b>	<b>3.2</b>	<b>1.5</b>	<b>2.8</b>	<b>1.9</b>	<b>1.8</b>
Year 5 numeracy									
Indigenous students	1.3	4.5	3.0	1.5	5.5	0.8	5.1	0.9	2.2
Non-Indigenous students	0.8	1.8	2.6	1.2	2.9	0.6	2.6	2.5	1.6
<b>Total</b>	<b>0.8</b>	<b>2.0</b>	<b>2.6</b>	<b>1.2</b>	<b>3.0</b>	<b>1.5</b>	<b>2.7</b>	<b>1.9</b>	<b>1.7</b>
Year 7 reading									
Indigenous students	0.8	1.9	2.7	1.4	4.8	0.6	6.0	1.0	1.8
Non-Indigenous students	0.4	1.1	2.4	1.0	2.3	0.3	2.6	1.0	1.2



TABLE NIRA.6(b).7

Table NIRA.6(b).7 Proportion of student withdrawals, by Indigenous status, by State and Territory, 2013 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>Total</b>	<b>0.4</b>	<b>1.1</b>	<b>2.4</b>	<b>1.0</b>	<b>2.4</b>	<b>1.0</b>	<b>2.7</b>	<b>1.0</b>	<b>1.3</b>
Year 7 writing									
Indigenous students	0.8	1.5	2.7	1.4	4.7	0.6	7.8	1.0	1.7
Non-Indigenous students	0.4	1.0	2.4	1.0	2.3	0.3	2.6	1.0	1.2
<b>Total</b>	<b>0.5</b>	<b>1.1</b>	<b>2.5</b>	<b>1.1</b>	<b>2.5</b>	<b>1.0</b>	<b>2.8</b>	<b>1.0</b>	<b>1.3</b>
Year 7 numeracy									
Indigenous students	0.8	1.9	2.6	1.4	4.8	0.6	6.9	1.0	1.7
Non-Indigenous students	0.4	1.1	2.3	0.9	2.3	0.4	2.6	1.0	1.2
<b>Total</b>	<b>0.5</b>	<b>1.1</b>	<b>2.4</b>	<b>1.0</b>	<b>2.4</b>	<b>1.0</b>	<b>2.8</b>	<b>1.0</b>	<b>1.3</b>
Year 9 reading									
Indigenous students	1.0	3.9	4.5	1.1	6.2	0.4	7.2	1.8	2.6
Non-Indigenous students	0.6	1.4	3.8	0.8	2.4	0.4	3.5	0.7	1.7
<b>Total</b>	<b>0.6</b>	<b>1.5</b>	<b>3.8</b>	<b>0.8</b>	<b>2.5</b>	<b>1.0</b>	<b>3.6</b>	<b>1.2</b>	<b>1.7</b>
Year 9 writing									
Indigenous students	1.0	3.9	4.5	1.0	6.2	0.4	6.4	1.8	2.6
Non-Indigenous students	0.6	1.4	3.7	0.8	2.3	0.4	3.4	0.7	1.6
<b>Total</b>	<b>0.6</b>	<b>1.5</b>	<b>3.8</b>	<b>0.9</b>	<b>2.5</b>	<b>1.1</b>	<b>3.5</b>	<b>1.2</b>	<b>1.7</b>
Year 9 numeracy									
Indigenous students	1.1	4.4	4.5	1.0	6.5	0.4	6.4	1.8	2.7
Non-Indigenous students	0.6	1.5	3.8	0.8	2.4	0.4	3.4	0.7	1.7
<b>Total</b>	<b>0.6</b>	<b>1.6</b>	<b>3.9</b>	<b>0.9</b>	<b>2.6</b>	<b>1.1</b>	<b>3.5</b>	<b>1.2</b>	<b>1.8</b>

Source: ACARA (2013) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2013, ACARA, Sydney.

## **NEA [NIRA] Indicator 7:**

### **Attendance rates, Year 1 to Year 10**

**See NEA Indicator 1, tables NEA.1.4–6**

## **NEA [NIRA] Indicator 8:**

### **Attainment of year 12 or equivalent**

**Also see NEA Indicator 4, tables NEA.4.2**

**Table NIRA.8.1 Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, by remoteness, 2012-13 (a)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote</i>	<i>Very remote</i>
Proportion						
Indigenous (b)	%	61.6	68.1	64.2	48.4	38.5
Non-Indigenous (c)	%	88.7	80.5	75.3	77.8	76.5
Relative standard error						
Indigenous (b)	%	7.6	8.0	9.8	14.6	14.1
Non-Indigenous (c)	%	0.7	3.3	4.2	8.9	12.6
95 per cent confidence intervals						
Indigenous (b)	±%	9.2	10.7	12.3	13.9	10.7
Non-Indigenous (c)	±%	1.3	5.1	6.1	13.6	18.9

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

(b) Data for Indigenous people are from the 2012-13 NATSIHS component of the AATSIHS.

(c) Data for non-Indigenous people are from ABS (2012) SEW.

Source: ABS (unpublished) 2012-13 NATSIHS component of the AATSIHS; SEW 2012.

TABLE NIRA.8.2

Table NIRA.8.2 **Proportion of the 20–24 year old population having attained at least a year 12 or equivalent or AQF Certificate II or above, by Indigenous status, by remoteness, 2011**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
Indigenous population										
Major cities	%	61.8	68.8	69.5	56.8	61.6	..	71.4	..	64.1
Inner regional	%	53.7	56.9	62.4	50.2	55.1	59.2	100.0	..	56.7
Outer regional	%	45.9	45.9	61.1	39.4	42.5	57.8	..	54.7	53.2
Remote	%	40.0	50.0	49.6	46.6	40.2	43.2	..	34.7	43.1
Very remote	%	38.3	..	53.6	29.4	23.4	42.9	..	20.0	30.7
Non-Indigenous population										
Major cities	%	88.0	90.1	87.6	86.2	84.8	..	91.5	..	88.1
Inner regional	%	78.0	81.2	80.4	75.3	77.5	81.7	94.7	..	79.6
Outer regional	%	72.3	76.0	83.1	74.3	69.7	69.1	..	80.7	77.1
Remote	%	73.8	73.6	80.7	80.4	75.9	58.6	..	78.7	78.4
Very remote	%	79.0	..	79.1	81.7	75.3	57.1	..	82.7	80.1
Total population (b)										
Major cities	%	87.5	89.9	87.2	85.6	84.4	..	91.0	..	87.7
Inner regional	%	76.4	80.8	79.5	74.5	76.9	80.6	94.8	..	78.6
Outer regional	%	69.5	74.7	81.1	71.8	68.2	68.2	..	78.1	75.1
Remote	%	66.2	72.9	75.0	75.1	74.2	57.3	..	65.4	72.1
Very remote	%	60.4	..	68.4	62.1	54.0	55.8	..	32.5	54.6

(a) Australia includes 'Other Territories'.

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

.. Not applicable

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

TABLE NIRA.8.3

Table NIRA.8.3 **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, by remoteness, 2006**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (a)</i>
Indigenous population										
Major cities	%	56.8	64.1	67.0	50.3	52.3	..	66.8	..	59.3
Inner regional	%	47.2	50.4	57.1	43.8	51.0	59.3	0.0	..	51.5
Outer regional	%	38.4	40.2	57.7	38.0	31.0	55.0	..	45.7	47.5
Remote	%	36.9	100.0	45.3	41.8	60.0	39.1	..	23.9	36.6
Very remote	%	21.4	..	45.4	25.5	18.6	50.0	..	9.4	22.5
Non-Indigenous population										
Major cities	%	85.9	88.3	86.4	84.1	80.9	..	91.0	..	86.2
Inner regional	%	76.7	79.1	78.6	71.0	70.4	79.8	90.9	..	77.5
Outer regional	%	69.7	74.4	81.1	72.0	65.8	63.9	..	76.4	74.5
Remote	%	69.0	76.7	77.0	75.5	74.7	54.1	..	77.7	75.0
Very remote	%	80.4	..	76.8	76.8	73.3	72.1	..	78.9	76.7
Total population (b)										
Major cities	%	85.4	88.1	86.0	83.5	80.4	..	90.6	..	85.8
Inner regional	%	75.2	78.6	77.7	70.2	69.9	78.9	90.9	..	76.5
Outer regional	%	66.7	73.3	79.3	69.8	63.9	63.2	..	73.5	72.5
Remote	%	61.0	77.7	72.0	70.6	74.1	52.7	..	58.1	68.2
Very remote	%	60.9	..	63.4	52.8	51.7	69.5	..	24.3	47.4

(a) Australia includes 'Other Territories'.

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

.. Not applicable

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

**Table NIRA.8.4 Proportion of the 20–24 year old Indigenous population having attained at least a year 12 or equivalent or AQF Certificate II or above, by remoteness, 2008 (a), (b)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner regional</i>	<i>Outer regional</i>	<i>Remote</i>	<i>Very remote</i>
Proportion	%	55.8	53.8	43.2	36.2	24.1
Relative standard error	%	8.9	13.2	14.3	17.6	17.6
95 per cent confidence interval	±%	9.7	13.9	12.1	12.5	8.3

(a) Data for Indigenous people are from the 2012-13 NATSIHS component of the AATSIHS. No Remoteness level data from SEW 2008 for Non-Indigenous.

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

Source: ABS (unpublished) National Aboriginal and Torres Strait Islander Social Survey, 2008.

# NEA Context Tables



## NEA.C.1 Summary of school characteristics, states and territories, 2013

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools										
Primary	no.	1 618	1 130	920	517	368	131	55	63	4 802
Secondary	no.	370	239	182	97	66	38	18	15	1 025
Combined (b)	no.	66	79	90	90	75	25	9	71	505
Special schools (c)	no.	110	78	46	64	18	4	4	5	329
<b>Total</b>	<b>no.</b>	<b>2 164</b>	<b>1 526</b>	<b>1 238</b>	<b>768</b>	<b>527</b>	<b>198</b>	<b>86</b>	<b>154</b>	<b>6 661</b>
Non-government schools										
Primary	no.	489	422	230	149	100	28	25	11	1 454
Secondary	no.	145	97	73	7	19	5	5	9	360
Combined (b)	no.	238	154	158	132	73	31	13	17	816
Special schools (c)	no.	45	20	20	11	3	1	1	1	102
<b>Total</b>	<b>no.</b>	<b>917</b>	<b>693</b>	<b>481</b>	<b>299</b>	<b>195</b>	<b>65</b>	<b>44</b>	<b>38</b>	<b>2 732</b>
All schools										
Primary	no.	2 107	1 552	1 150	666	468	159	80	74	6 256
Secondary	no.	515	336	255	104	85	43	23	24	1 385
Combined (b)	no.	304	233	248	222	148	56	22	88	1 321
Special schools (c)	no.	155	98	66	75	21	5	5	6	431
<b>Total</b>	<b>no.</b>	<b>3 081</b>	<b>2 219</b>	<b>1 719</b>	<b>1 067</b>	<b>722</b>	<b>263</b>	<b>130</b>	<b>192</b>	<b>9 393</b>
Proportion of schools that are government schools										
Primary	%	76.8	72.8	80.0	77.6	78.6	82.4	68.8	85.1	76.8
Secondary	%	71.8	71.1	71.4	93.3	77.6	88.4	78.3	62.5	74.0
Combined (b)	%	21.7	33.9	36.3	40.5	50.7	44.6	40.9	80.7	38.2
Special schools (c)	%	71.0	79.6	69.7	85.3	85.7	80.0	80.0	83.3	76.3
<b>All schools</b>	<b>%</b>	<b>70.2</b>	<b>68.8</b>	<b>72.0</b>	<b>72.0</b>	<b>73.0</b>	<b>75.3</b>	<b>66.2</b>	<b>80.2</b>	<b>70.9</b>
Proportion of primary schools										
Government	%	74.8	74.0	74.3	67.3	69.8	66.2	64.0	40.9	72.1
Non-government	%	53.3	60.9	47.8	49.8	51.3	43.1	56.8	28.9	53.2
<b>All schools</b>	<b>%</b>	<b>68.4</b>	<b>69.9</b>	<b>66.9</b>	<b>62.4</b>	<b>64.8</b>	<b>60.5</b>	<b>61.5</b>	<b>38.5</b>	<b>66.6</b>
Proportion of primary schools enrolling over 300 students (%) (d)										
Government	%	39.1	38.3	44.7	52.2	36.7	26.7	52.7	34.9	41.0
Non-government	%	41.3	33.9	52.6	31.5	34.0	17.9	48.0	9.1	38.9
<b>All schools</b>	<b>%</b>	<b>39.6</b>	<b>37.1</b>	<b>46.3</b>	<b>47.6</b>	<b>36.1</b>	<b>25.2</b>	<b>51.3</b>	<b>31.1</b>	<b>40.5</b>
Proportion of secondary schools enrolling over 600 students (%) (d)										
Government	%	68.6	61.9	65.9	53.6	56.1	44.7	61.1	40.0	62.9
Non-government	%	69.0	72.2	50.7	28.6	42.1	80.0	100.0	11.1	63.1
<b>All schools</b>	<b>%</b>	<b>68.7</b>	<b>64.9</b>	<b>61.6</b>	<b>51.9</b>	<b>52.9</b>	<b>48.8</b>	<b>69.6</b>	<b>29.2</b>	<b>63.0</b>

(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, 2013**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(d) Excludes Combined schools and Special schools.

Source: ABS (2014 and unpublished) Schools, Australia, 2013, cat. no. 4221.0, data cube NSSC T35a.

**NEA.C.2 Summary of school characteristics, states and territories, 2012 and 2011**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (a)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
<b>2012</b>										
Proportion of primary schools enrolling over 300 students (%) (b)										
Government	%	38.3	37.3	44.2	48.9	31.0	26.6	49.1	33.3	39.5
Non-government	%	40.0	32.9	53.0	31.5	34.0	17.9	48.0	9.1	38.2
<b>All schools</b>	<b>%</b>	<b>38.7</b>	<b>36.1</b>	<b>46.0</b>	<b>45.0</b>	<b>31.7</b>	<b>25.0</b>	<b>48.7</b>	<b>29.6</b>	<b>39.2</b>
Proportion of secondary schools enrolling over 600 students (%) (b)										
Government	%	68.6	61.1	66.7	49.0	58.8	47.4	61.1	40.0	62.7
Non-government	%	69.0	72.4	46.6	22.2	42.1	80.0	100.0	0.0	61.7
<b>All schools</b>	<b>%</b>	<b>68.7</b>	<b>64.3</b>	<b>60.9</b>	<b>46.7</b>	<b>55.2</b>	<b>51.2</b>	<b>69.6</b>	<b>25.0</b>	<b>62.4</b>
<b>2011</b>										
Proportion of primary schools enrolling over 300 students (%) (b)										
Government	%	38.3	36.2	43.5	47.8	30.1	25.8	47.2	25.8	38.7
Non-government	%	38.9	30.5	50.2	30.7	34.6	17.9	48.0	9.1	36.7
<b>All schools</b>	<b>%</b>	<b>38.4</b>	<b>34.7</b>	<b>44.9</b>	<b>43.9</b>	<b>31.1</b>	<b>24.4</b>	<b>47.4</b>	<b>23.4</b>	<b>38.2</b>
Proportion of secondary schools enrolling over 600 students (%) (b)										
Government	%	69.7	60.2	65.9	44.4	63.2	38.7	55.6	35.7	62.3
Non-government	%	65.4	69.0	48.6	20.0	42.1	80.0	100.0	11.1	60.1
<b>All schools</b>	<b>%</b>	<b>68.5</b>	<b>62.8</b>	<b>61.0</b>	<b>42.2</b>	<b>58.6</b>	<b>44.4</b>	<b>65.2</b>	<b>26.1</b>	<b>61.7</b>

(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) Excludes Combined schools and Special schools.

Source: ABS (2014 and unpublished) Schools, Australia, 2013, cat. no. 4221.0, data cube NSSC T35a.

**NEA.C.3      Students (FTE) enrolled in government and non-government schools,  
by level of education, 2013 (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Students (FTE) enrolled in government schools ('000)									
Primary schools	448.8	330.5	331.2	175.8	106.2	31.8	20.6	18.9	1 463.7
Secondary schools	306.6	224.3	178.5	78.1	61.4	24.7	15.8	10.6	900.0
<b>All schools</b>	<b>755.3</b>	<b>554.8</b>	<b>509.7</b>	<b>254.0</b>	<b>167.6</b>	<b>56.5</b>	<b>36.4</b>	<b>29.4</b>	<b>2 363.7</b>
Students (FTE) enrolled in non-government schools ('000)									
Primary schools	198.4	159.6	142.1	75.2	54.3	11.8	13.4	5.4	660.2
Secondary schools	200.4	168.3	112.5	56.6	40.4	12.1	13.5	5.7	609.6
<b>All schools</b>	<b>398.8</b>	<b>327.9</b>	<b>254.6</b>	<b>131.8</b>	<b>94.7</b>	<b>23.9</b>	<b>26.9</b>	<b>11.0</b>	<b>1 269.8</b>

(a) Students enrolled in special schools are included, with special school students of primary school age and/or year level included in the primary figures and those of secondary school age and/or year level included in the secondary figures.

(b) Results of other calculations using the source data may vary from the table due to rounding differences.

(c) Sum of components may not add to totals due to rounding.

Source: ABS (2014) Schools Australia, 2013, cat. no. 4221.0.

**NEA.C.4      Number and proportion of Indigenous students enrolled in school, by school sector, 2013 (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of Indigenous students enrolled in school ('000)									
Government schools	49.2	10.4	45.2	20.7	9.4	4.9	1.2	13.1	154.1
Non-government schools	8.6	1.7	8.6	3.9	1.2	1.0	0.4	3.2	28.6
<b>All schools</b>	<b>57.7</b>	<b>12.1</b>	<b>53.8</b>	<b>24.6</b>	<b>10.6</b>	<b>5.9</b>	<b>1.6</b>	<b>16.3</b>	<b>182.6</b>
Proportion of students enrolled in school who are Indigenous (per cent)									
Government schools	6.5	1.9	8.9	8.2	5.7	8.8	3.3	44.7	6.5
Non-government schools	2.1	0.5	3.4	3.0	1.3	4.2	1.4	29.0	2.3
<b>All schools</b>	<b>5.0</b>	<b>1.4</b>	<b>7.1</b>	<b>6.4</b>	<b>4.1</b>	<b>7.4</b>	<b>2.5</b>	<b>40.4</b>	<b>5.0</b>

(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.

(c) Sum of components may not add to totals due to rounding.

Source: ABS Schools Australia, 2013, cat. no. 4221.0.



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## Data quality statements

This attachment includes copies of all DQSs as provided by the data providers. The Steering Committee has not made any amendments to the content of these DQSs.

Table 11 lists each performance target in the NEA and the page reference for the associated DQS.

Table 12 lists each performance indicator in the NEA and the page reference for the associated DQS.

Table 13 lists each education related performance indicator in the NIRA and the page reference for the associated DQS.

**Table 11      Data Quality Statements for performance targets in the National Education Agreement<sup>a</sup>**

<i>Performance target</i>	<i>Page number in this report</i>
A. Lift the Year 12 or equivalent or Certificate II attainment rate to 90 per cent by 2015	239, 247
B. Lift the Year 12 or equivalent or Certificate III attainment rate to 90 per cent by 2020	239, 247
C. Halve the gap for Indigenous students in reading, writing and numeracy by 2018.	235
D. At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020	239, 247

<sup>a</sup> 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 12 Data Quality Statements for performance indicators in the National Education Agreement<sup>a</sup>**

<i>Performance indicator</i>	<i>Page number in this report</i>
1. The rate of student attendance at school	231
2. Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.	235
3. The proportion of students in the bottom and top levels of performance in international testing	237
4. The proportion of young people who have attained at least a year 12 or equivalent or AQF Certificate Level II/III or above	239, 247
5. The proportion of young people participating in post-school education, training or employment.	242, 247

<sup>a</sup> 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 13 Data Quality Statements for related performance indicators in the National Indigenous Reform Agreement<sup>a</sup>**

<i>Performance indicator</i>	<i>Page number in this report</i>
6. Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7, 9	235, 245
7. Attendance rates, Year 1 to Year 10	231
8. Attainment of year 12 or equivalent	239, 247

<sup>a</sup> 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.



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## Data quality statement — Indicator 1 and 7: The rate of student attendance at school

<b>Target/Outcome</b>	As stated in the relevant National Agreement – National Education Agreement (NEA)
<b>Indicator</b>	As stated in the relevant National Agreement – NEA Indicator 1: ‘The rate of student attendance at school’.
<b>Measure (computation)</b>	<p><b>The student attendance rate (per cent)</b> — (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.</p> <ul style="list-style-type: none"> <li>• <i>Numerator</i> (Actual_Day_Attendance): the number of actual full time equivalent student days attended by full time students.</li> <li>• <i>Denominator</i> (Possible_Day_Attendance): the number of possible student days attended by full time students.</li> </ul> <p>Notes:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Non Indigenous status refers to those who identify themselves as Non Indigenous or where it is unknown/not stated.</li> </ol>
<b>Data source/s</b>	2013 ACARA National Student Attendance Data Collection (unpublished)
<b>Institutional environment</b>	<p>ACARA collects the data from individual data providers: Departments of Education in each state / territory, for the government sector and the Australian Government Department of Education for the non-government sector.</p> <p>Individual data providers collect information from schools under the relevant legislation/agreement in each state/territory and sector.</p> <p>Summaries of key points from individual data providers’ Data Quality Statements are provided in appendix 1.</p> <p>Note that at time of data submission, ACARA has not received a DQS for the Northern Territory Education Department and the Australian Government Department of Education.</p>
<b>Relevance</b>	<p>Data represents student attendance rates (per cent) for all schools in all sectors in Australia by Year level for Years 1-10 and primary/secondary ungraded students, State and Territory, Sex, and Indigenous status.</p> <p>Sex and Indigenous status are defined as per the ACARA Data Standards Manual: Student Background Characteristics.</p> <p>The collection period for the government sector was Semester 1 in 2013 for each state / territory. Please note that Tasmania falls into this category for the first time as they now run on a 4 term year consistent with the rest of the nation.</p> <p>Please note that the collection period for the non-government sector is now consistent with the government sector and is no longer 20 consecutive school days in May.</p> <p>Please note that actual dates of Semester 1 may vary between state/territory.</p>

<b>Timeliness</b>	ACARA requests aggregate data, from data providers, in March of the year following the collection period. E.g. For the 2013 collection, the data was requested in March 2014.
<b>Accuracy</b>	<p>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 Australian Government Department of Education for the government and non-government systems respectively.</p> <p>In the data collection template design and data dictionary supplied to the individual data providers it was instructed the following for Indigenous/non-Indigenous:</p> <ol style="list-style-type: none"> <li>1. Aboriginal - <b>Indigenous</b></li> <li>2. Torres Strait Islander - <b>Indigenous</b></li> <li>3. Aboriginal and Torres Strait Islander - <b>Indigenous</b></li> <li>4. Not Aboriginal &amp; Torres Strait Islander – <b>Non-Indigenous</b></li> <li>9. No response – <b>Non-Indigenous</b></li> </ol> <p>Data has not been collected this year on the proportion of unstated/unknown as in previous years. This is to provide consistency across states and territories with the treatment of no responses.</p> <p>Please note that student attendance data are not always captured consistently by schools.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• ACARA has undertaken rigorous internal quality assurance processes to ensure the collated data are accurately reflective of the source datasets.</li> <li>• ACARA has derived the Rate_Percent (called Derived_Rate_Percent) using the provided data fields and compared to the supplied Rate_Percent: <ul style="list-style-type: none"> <li>– Actual_Day_Attendance</li> <li>– Possible_Day_Attendance</li> <li>– Rate_Percent.</li> </ul> </li> <li>• Whenever the Derived_Rate_Percent figure is not equal to the Rate_Percent figure (as supplied), ACARA will report the Derived_Rate_Percent figure.</li> <li>• ACARA has computed sums of related fields to ensure they add up for consistency/integrity of data. E.g. The sum of male year sevens and female year sevens should equal the value enters for all of year seven.</li> <li>• Whenever the computed sums do not equal ACARA notify the data provider applicable for feedback on what are the correct values.</li> <li>• ACARA has consistently applied and adopted this treatment across the 2012 National Student Attendance Data Collection.</li> <li>• ACARA has provided feedback to data providers and sought confirmation and approval on discrepancies in Derived_Rate_Percent and computed sums.</li> </ul>
<b>Coherence</b>	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 2013) 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

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NT where the data source changed in 2012, SA where the reporting period changed to Semester 1 in 2009, TAS when the reporting period changed to Semester 1 in 2013 and the Non-Government sector when the reporting period changed to Semester 1 in 2013.

<b>Interpretability</b>	Further information on the differences in methodologies and counting rules between state / territory and sector can be found in the <i>National Report on Schooling in Australia</i> – Explanatory notes for student attendance data. Note the 2013 report is not yet available, however the 2012, 2011 and 2010 reports may be used as there have been minor or no changes to methodologies and counting rules during this time period.
<b>Accessibility</b>	Data in this format were yet to be published by ACARA, however the data will be published in the 2013 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 <a href="mailto:info@acara.edu.au">info@acara.edu.au</a> .

## Appendix 1

The below summarises the key points from each individual data providers' data quality statements:

- New South Wales
  - Data, for full time students who are included on the final return, were collected from schools in July 2013, with most schools using OASIS to record and report absence data, which were then extracted into a central database.
  - 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 the first semester in 2013, were collected as part of the August state Census collection and stored in the OneSchool information management system.

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- Western Australia
    - Data were uploaded into the Student Attendance Reporting (SAR) database by schools. Schools can correct and resubmit their data.
  - South Australia
    - All SA government sites use the same collection and data storage system. A snapshot of the data was 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 midyear 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.
  - Australian Capital Territory
    - 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.
  - Northern Territory
    - At time of data submission to the Steering Committee for the Review of Government Service Provision, ACARA has not received data quality information for the Northern Territory Department of Education.
  - Australia Government Department of Education
    - At time of data submission to the Steering Committee for the Review of Government Service Provision, ACARA has not received data quality information for the Australia Government Department of Education.

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**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.**

<b>Target/Outcome</b>	<p>Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving</p> <p>Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children</p>
<b>Indicator</b>	<p>NEA Indicator 2 (Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing):</p> <ul style="list-style-type: none"> <li>• Proportion of students who achieved at or above the national minimum standard</li> <li>• NAPLAN mean scale scores</li> </ul>
<b>Measure (computation)</b>	<p><b>Indicator 2 (a) and (c) —</b> Proportion of students who achieved at or above the national minimum standard:</p> <ul style="list-style-type: none"> <li>• <i>Numerator</i>: count of students who achieved at or above the national minimum standard.</li> <li>• <i>Denominator</i>: total count of students who were present, absent, withdrawn or exempt under 2013 NAPLAN.</li> </ul> <p>Rate or proportion: (the numerator/the denominator)*100 (rounded to 1 decimal place)</p> <p><b>Indicator 2 (b) and (d) —</b> NAPLAN mean scale scores in reading, writing and numeracy for Years 3, 5, 7 and 9 by State/Territory, by geo-location, by indigenous status, and by parental education and parental occupation.</p>
<b>Data source/s</b>	2013 NAPLAN (published).
<b>Institutional environment</b>	<p>Data collectors: Individual schools send these data under established protocols to the Test Administration Authorities for the states and territories.</p> <p>Collection authority: ACARA Act 2008</p> <p>Data compiler: Australian Council for Educational Research (ACER).</p>
<b>Relevance</b>	<p>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</p> <p>Data completeness: Yes.</p> <p>Numerator/denominator source: The numerator and denominator are compiled from a single source, provided by our contractor ACER.</p> <p>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.</p> <p>Have standard classifications been used? Yes.</p>
<b>Timeliness</b>	<p>Collection interval/s: The NAPLAN tests are conducted annually.</p> <p>Data available: The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2013, as released by Ministers on 13 December 2013</p>

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<b>Accuracy</b>	<p>Method of collection: By Test Administration Authorities and provided to our contractor ACER for analysis. Results are then provided to ACARA.</p> <p>Data adjustments: Raw NAPLAN scores are converted to scaled scores.</p> <p>Sample/collection size: The collection size is a census of NAPLAN participating years (3, 5, 7 &amp; 9).</p> <p>Known issues: Confidence intervals should be considered when ranking jurisdictions. The confidence intervals used to compare jurisdictions within a calendar year are not the same confidence intervals used to compare across calendar years.</p> <p>Year to year change: Caution should be exercised when using the data to measure small changes from year to year; 95 per cent confidence intervals have been provided to the Steering Committee for the Review of Government Service Provision.</p> <p>Is the data being used attitudinal or data? Data</p>
<b>Coherence</b>	<p>Consistency over time: NAPLAN results are collected in a consistent manner annually. The numerator and denominator are compiled from a single source, provided by our contractor ACER. The data are consistent with data supplied in previous reporting rounds.</p> <p>Jurisdiction estimate calculation: Yes.</p>
<b>Interpretability</b>	<p>Other supporting information: FAQs on (<a href="http://www.nap.edu.au/information/faqs/faqs.html">http://www.nap.edu.au/information/faqs/faqs.html</a>)</p> <p>Socioeconomic status derivation: N/A</p> <p>Socioeconomic status quintiles derivation: N/A</p>
<b>Accessibility</b>	<p>Data publicly available at <a href="http://reports.acara.edu.au/">http://reports.acara.edu.au/</a></p> <p>Data are not available prior to publication.</p> <p>Supplementary data are not available.</p> <p>The data are available in PDF format at <a href="http://www.nap.edu.au/results-and-reports/national-reports.html">http://www.nap.edu.au/results-and-reports/national-reports.html</a></p>

## Data quality statement — Indicator 3: The proportion of students in the bottom and top levels of performance in international testing

<b>Target/Outcome</b>	Australian students excel by international standards
<b>Indicator</b>	Indicator 3: The proportion of students in the each of the nationally agreed proficiency levels of performance in international testing
<b>Measure (computation)</b>	<p>List of all the measures:</p> <p><b>Measure 3(a)</b> — Proportion of students that achieved at or above the nationally agreed proficiency level for each of reading literacy, mathematical literacy and scientific literacy.</p> <ul style="list-style-type: none"> <li>• <i>Numerator 3(a)</i>: number of students who achieved at or above the nationally agreed proficiency level (Level 3 for PISA) for each of reading literacy, mathematical literacy and scientific literacy.</li> </ul> <p><b>Measure 3(b)</b> — Proportion of students in top and bottom levels of performance for each of reading literacy, mathematical literacy and scientific literacy.</p> <ul style="list-style-type: none"> <li>• <i>Numerator 3(b) top level</i>: number of students who achieved at level 5 and level 6 on each of reading literacy, mathematical literacy and scientific literacy.</li> <li>• <i>Numerator 3(b) bottom level</i>: number of students who achieved at level 1 or below on each of reading literacy, mathematical literacy and scientific literacy.</li> </ul> <p><i>Denominator (both measure 3(a) and 3(b))</i>: total population of all students (15 year old students participating in PISA).</p>
<b>Data source/s</b>	PISA 2012
<b>Institutional environment</b>	<p>Data Collector(s): The data were collected by the Australian Council for Educational Research (ACER). ACER is an independent not for profit educational research company.</p> <p>Collection authority: ACER are contracted by the Commonwealth and State and Territory Governments to manage PISA in Australia.</p> <p>Data Compiler(s): The data were compiled by the Australian Council for Educational Research. ACER is an independent not for profit educational research company.</p> <p>Statistical confidentiality is guaranteed. All identifying data are removed from the data file prior to submission to the OECD.</p> <p>Any identified errors are corrected immediately and a note added to the website informing clients of the changes, Key users are contacted when errors are found in published data.</p>
<b>Relevance</b>	<p>Level of Geography: State/Territory</p> <p>Data Completeness: All data are available from this data source.</p> <p>Indigenous Statistics: Indigenous status is based on information schools collect at the time of enrolment This data is also collected at student level.</p> <p>Socioeconomic status data: Socioeconomic status is available at all data levels.</p> <p>Numerator/Denominator Source: Yes.</p> <p>15 year old students enrolled in schools are covered. Students in correspondence schools are not covered.</p> <p>Standard classifications are used where appropriate.</p>

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<b>Timeliness</b>	<p>Collection interval/s: every 3 years</p> <p>Data available: December 2013</p> <p>Referenced Period: The data were collected during the 2012 school year.</p> <p>No revisions likely.</p> <p>Single data source only.</p>
<b>Accuracy</b>	<p>Method of Collection: Test administrators attended selected schools to administer the test and questionnaires to students.</p> <p>Data Adjustments: data are weighted only.</p> <p>Sample/Collection size: The PISA sample is about 14 500 students.</p> <p>Response rate: Student response rate is about 90 per cent.</p> <p>Standard Errors: These vary but are included in tables where required.</p> <p>Known Issues: None.</p> <p>Year to year change: With a large sample size, small changes may be statistically significant but may not be practically significant.</p> <p>Data are test achievement data.</p>
<b>Coherence</b>	<p>Consistency over time: The data are consistent over time.</p> <p>Numerator/denominator: The numerator and denominator are compiled from a single source.</p> <p>The data is consistent with data supplied in previous reporting round.</p> <p>Jurisdiction estimate calculation: Yes.</p> <p>Jurisdiction/Australia estimate calculation: Yes.</p> <p>Collections across populations: Yes.</p>
<b>Interpretability</b>	<p>Other Supporting information: Reports on the data are available from <a href="http://www.acer.edu.au/ozpisa/reports/">http://www.acer.edu.au/ozpisa/reports/</a></p> <p>Socioeconomic status definition: Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI). The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background.</p> <p>Socioeconomic status derivation:</p> <ul style="list-style-type: none"> <li>• HISEI is coded in accordance with the International Standard Classification of Occupations.</li> <li>• The ESCS is based on three indices: the highest occupational status of parents (HISEI), the highest educational level of parents in years of education (PARED), and home possessions (HOMEPOS). The index of home possessions (HOMEPOS) comprises all items on the indices of family wealth, cultural resources, access to home educational and cultural resources, and books in the home.</li> </ul>
<b>Accessibility</b>	<p>Data publicly available. Analysis published in Australian national report.</p> <p>Data is not available prior to public access.</p> <p>Supplementary data is available.</p> <p>Access permission/Restrictions: none.</p> <p>Contact Details: Dr Sue Thomson, Director of Educational Monitoring and research, ACER</p> <p><a href="mailto:Sue.thomson@acer.edu.au">Sue.thomson@acer.edu.au</a></p> <p>National data are available in SPSS format.</p>



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**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 (SEW)**

<b>Target/Outcome</b>	<p>Young people make a successful transition from school to work and further study</p> <p>Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children</p>
<b>Indicator</b>	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.
<b>Measure (computation)</b>	<p>Persons aged 20–24 years who have completed Year 12 (or equivalent) or attained a formal qualification at Certificate II/III level or above.</p> <p><i>Numerator:</i></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> </ul> <p><i>Denominator:</i></p> <p>Total population of persons aged 20–24 years.</p> <p>Excludes people whose educational attainment is not stated (only applicable to Census data).</p>
<b>Data source/s</b>	<p>Numerator and denominator:</p> <p>ABS Census of Population and Housing (Census). Data are available every five years.</p> <p>Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national level.</p> <p>Data from the National Aboriginal and Torres Strait Islander Health Survey (NATSIHS) component of the Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) are provided for the estimates of the Aboriginal and Torres Strait Islander population.</p> <p>This DQS applies to NEA 4 measures based on 2012 and 2013 SEW data and 2012-13 NATSIHS data.</p>
<b>Institutional environment</b>	<p>The Census, SEW and NATSIHS are collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, see <a href="#">ABS Institutional Environment</a>.</p>

<b>Relevance</b>	<p>The SEW does not collect data from people in Indigenous communities in very remote areas.</p> <p>The SEW and NATSIHS collect information on the highest year of school completed and highest level of non-school qualification. The classification of qualifications used is the <a href="#">Australian Standard Classification of Education (ASCED)</a> (cat. no. 1272.0).</p> <p>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.</p>
<b>Timeliness</b>	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2013 survey were released in November 2013.</p> <p>The 2012-13 NATSIHS was conducted from April 2012 to February 2013. Results were released in November 2013. The previous NATSIHS was conducted in 2004-05.</p>
<b>Accuracy</b>	<p>The 2013 SEW response rate was 94 per cent which constituted 43 600 completed interviews. The 2013 response rate was consistent with that in previous years.</p> <p>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.</p> <p>Prior to the 2013 SEW, people who were permanently unable to work were excluded from the in-scope population. In 2013, the SEW scope was expanded to include people permanently unable to work. However, to ensure that the indicator measure presented here is comparable over time, the permanently unable to work population has been excluded from these tables.</p> <p>The 2012-13 NATSIHS was conducted in all states and territories, including very remote areas. Non-private dwellings such as hotels, motels, hospitals, nursing homes and short-stay caravan parks were excluded from the survey. The final response rate was 80 per cent.</p> <p>The data for the SEW and NATSIHS are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are large enough to account for the Relative Standard Error (RSE) of estimates.</p> <p>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.</p>
<b>Coherence</b>	<p>Both the numerator and denominator come from the SEW for the general population and non-Indigenous population. Measures based on the 2013 and 2012 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey.</p> <p>Both the numerator and the denominator for the Indigenous estimates provided in this cycle are based on the 2012-13 AATSIHS (NATSIHS component). From June 2014 estimates will be available the 2012-13 AATSIHS 2012-13 (Core component). The core component comprises estimates based on the combined NATSIHS and the National Aboriginal and Torres Strait Islander Nutrition and Physical Activity Survey</p>

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(NATSINPAS) samples. Measures based on the 2012-13 NATSIHS are consistent with those supplied for COAG reporting from previous cycles of this survey.

The [Australian Standard Classification of Education \(ASCED\)](#) (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) and the Australian Aboriginal and Torres Strait Islander Health Survey: Users' Guide, 2012-13 (ABS cat. no. 4727.0.55.002).

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](http://www.abs.gov.au). For tables in this cycle, SEIFA quintiles are derived using ABS 2011 SEIFA IRSD (at SA1 level) for data from SEW 13. For tables in previous cycles, SEIFA quintiles were derived using ABS 2006 SEIFA IRSD (at CD level).

### **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 (cat. no. 6227.0.55.003).

The data for NATSIHS are available from the ABS website in the publication Australian Aboriginal and Torres Strait Islander Health Survey: First Results, 2012-13 (ABS cat. no. 4727.0.55.001). Other information from the survey is available on request.

Additional data are available at cost upon request through the [National Information Referral Service](#) (NIRS). A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW from 2001 to 2011. The survey microdata are also been released through the 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. (SEW)

<b>Target/Outcome</b>	Young people make a successful transition from school to work and further study
<b>Indicator</b>	NEA 5 – The proportion of young people participating in post-school education, training or employment.
<b>Measure (computation)</b>	<p>Young people (aged 17–24 years who are not attending school) who are fully engaged in post-school education, training or employment.</p> <ul style="list-style-type: none"> <li>• <i>Numerator</i>: 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.</li> <li>• <i>Denominator</i>: Number of persons aged 17–24 years who are not in school level education.</li> </ul> <p>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.</p>
<b>Data source/s</b>	<p>Numerator and denominator: ABS Census of Population and Housing (Census). Data are available every five years.</p> <p>Data from the Survey of Education and Work (SEW) are provided annually to inform this measure at the national level.</p> <p>Data from the National Aboriginal and Torres Strait Islander Health Survey (NATSIHS) component of the Australian Aboriginal and Torres Strait Islander Health Survey (AATSIHS) are provided for the estimates of the Aboriginal and Torres Strait Islander population.</p> <p>This DQS applies to NEA 5 measures based on 2012 and 2013 SEW data.</p>
<b>Institutional environment</b>	<p>The Census, SEW, and NATSIHS are collected by the ABS under the Census and Statistics Act 1905.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and government arrangements, and mechanisms for scrutiny of ABS operations, <a href="#">ABS Institutional Environment</a>.</p>
<b>Relevance</b>	<p>The SEW does not collect data from people in Indigenous communities in very remote areas.</p> <p>For some respondents for SEW and NATSIHS, 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.</p>
<b>Timeliness</b>	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2013 survey were released in November 2013.</p> <p>The 2012-13 NATSIHS was conducted from April 2012 to February 2013. Results were released in November 2013. The previous NATSIHS was conducted in 2004-05.</p>

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**Accuracy**

The 2013 SEW response rate was 94 per cent which constituted 43 600 completed interviews. The 2013 response rate was consistent with that in previous years.

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.

Prior to the 2013 SEW, people who were permanently unable to work were excluded from the in-scope population. In 2013, the SEW scope was expanded to include people permanently unable to work. However, to ensure that the indicator measure presented here is comparable over time, the permanently unable to work population has been excluded from these tables.

The 2012-13 NATSIHS was conducted in all states and territories, including very remote areas. Non-private dwellings such as hotels, motels, hospitals, nursing homes and short-stay caravan parks were excluded from the survey. The final response rate was 80 per cent.

The data for the SEW and NATSIHS 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 for the general population and non-Indigenous population. Measures based on the 2013 and 2012 SEW are consistent with those supplied for COAG reporting from previous cycles of this survey.

Both the numerator and the denominator for the Indigenous estimates provided in this cycle are based on the 2012-13 AATSIHS (NATSIHS component). From June 2014 estimates will be available the 2012-13 AATSIHS 2012-13 (Core component). The core component comprises estimates based on the combined NATSIHS and the National Aboriginal and Torres Strait Islander Nutrition and Physical Activity Survey (NATSINPAS) samples.

The Census of Population and Housing also provides 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) and the Australian Aboriginal and Torres Strait Islander Health Survey: Users' Guide, 2012-13 (ABS cat. no. 4727.0.55.002).

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](http://www.abs.gov.au). For tables in this cycle, SEIFA quintiles are derived using ABS 2011 SEIFA IRSD (at SA1 level) for data from SEW 13. For tables in previous cycles, SEIFA quintiles were derived using ABS 2006 SEIFA IRSD (at CD level).

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**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 (cat. no. 6227.0.55.003).

The data for NATSIHS are available from the ABS website in the publication Australian Aboriginal and Torres Strait Islander Health Survey: First Results, 2012-13 (ABS cat. no. 4727.0.55.001). Other information from the survey is available on request.

Additional data are available at cost upon request through the [National Information Referral Service](#) (NIRS). A Confidentialised Unit Record File (CURF) has been produced for every second cycle of the SEW from 2001 to 2011. The survey microdata are also been released through the TableBuilder product, [Microdata: Education and Work, Australia](#) (cat. no. 6227.0.30.001).

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## 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

[This DQS relates directly to PI 11 in the NIRA]

<b>Target/Outcome</b>	Halve the gap in reading, writing and numeracy achievement for Indigenous children by 2018
<b>Indicator</b>	Percentage of students at or above the national minimum standard in reading, writing and numeracy for years 3, 5, 7 and 9
<b>Measure (computation)</b>	<p><b>Measure (a)</b> — Proportion at or above the national minimum standard or mean scale score.</p> <ul style="list-style-type: none"> <li>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 plausible value 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.</li> </ul> <p><b>Measure (b)</b> — Rates of participation in NAPLAN reading writing and numeracy tests.</p> <ul style="list-style-type: none"> <li><i>Numerator:</i> number of assessed and exempt students in years 3, 5, 7 and 9, by Indigenous status</li> <li><i>Denominator:</i> total number of students (including those absent and withdrawn) in years 3, 5, 7 and 9 by Indigenous status</li> </ul>
<b>Data source/s</b>	Specify for each data item (for rate or proportion specify if different for numerator and denominator) including relevant catalogue number if available – 2013 NAPLAN
<b>Institutional environment</b>	<p>Data Collector(s): Individual schools send this data under a set of protocols to the Test Administration Authorities for the states and territories</p> <p>Collection authority: ACARA Act 2008</p> <p>Data Compiler(s): Australian Council for Educational Research (ACER)</p>
<b>Relevance</b>	<p>Level of Geography: Data is available by National, State and Territory, and geo-location levels</p> <p>Data Completeness: Yes</p> <p>Indigenous Statistics: All data is available by Indigenous status by geo location by State and Territory</p> <p>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</p> <p>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</p>

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<b>Timeliness</b>	<p>Collection interval/s: The NAPLAN tests are conducted annually.</p> <p>Data available: The National Report: Achievement in Reading, Writing, Language Conventions and Numeracy 2013, as released by Ministers on 13 December 2013</p>
<b>Accuracy</b>	<p>Method of Collection: By Test Administration Authorities and provided to ACER, who provide to ACARA</p> <p>Data Adjustments: Raw NAPLAN scores are converted to scaled scores</p> <p>Sample/Collection size: The collection size is a census of NAPLAN participating years (3,5,7,9)</p> <p>Standard Errors: The standard errors have been used to calculate 95 per cent confidence intervals for all the data provided</p> <p>Known Issues: Confidence intervals should be considered when ranking jurisdictions. The confidence intervals used to compare jurisdictions within a calendar year are not the same confidence intervals used to compare across calendar years</p> <p>Year to year change: Caution should be exercised when using the data to measure small changes from year to year; 95 per cent confidence intervals have been provided to the Steering Committee</p> <p>Is the data being used attitudinal or data? Data</p> <p>The abbreviation 'np.' indicates data not published as there were no students tested or the number of students tested was less than 30.</p> <p>'-' indicates that the geo-location code does not apply within this State/Territory or for this year level.</p>
<b>Coherence</b>	<p>Consistency over time: NAPLAN results are collected in a consistent manner annually</p> <p>The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER</p> <p>The data is consistent with data supplied in previous reporting rounds.</p> <p>Jurisdiction estimate calculation: Yes</p> <p>Jurisdiction/Australia estimate calculation: Yes</p> <p>Collections across populations: Yes</p>
<b>Interpretability</b>	<p>Context: Yes, this is within the context of the NAPLAN testing and reporting environment</p> <p>Other Supporting information: FAQ's on (<a href="http://www.naplan.edu.au">www.naplan.edu.au</a>)</p> <p>Socioeconomic status derivation: NA</p> <p>Socioeconomic status quintiles derivation: NA</p>
<b>Accessibility</b>	<p>Data publicly available. (<a href="http://www.naplan.edu.au">www.naplan.edu.au</a>)</p> <p>Data is not available prior to public access</p> <p>Supplementary data is not available</p> <p>The data is available in PDF format at (<a href="http://www.naplan.edu.au">www.naplan.edu.au</a>).</p>



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## Data quality statement — Survey of Education and Work (SEW)

<b>Institutional environment</b>	<p>For information on the institutional environment of the Australian Bureau of Statistics (ABS), including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.</p>
<b>Relevance</b>	<p>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 15–74 years.</p> <p>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, institutionalised persons and boarding school pupils. Persons permanently unable to work were included for the first time in 2013. Very remote areas were included for the first time in 2009.</p> <p>The type of information collected included: participation in education in the year prior to the survey, and in the survey month; labour force characteristics; type of educational institution; level of education of current and previous study; highest year of school completed; level and main field of highest non-school qualification; transition from education to work; unmet demand for education; and selected characteristics of apprentices.</p> <p>The Australian Classification of Education (ASCED) (cat. no. 1272.0) was used to classify education. The ASCED is a national standard classification which can be applied to all sectors of the Australian education system including schools, vocational education and training and higher education. The ASCED comprises two classifications: Level of Education and Field of Education</p>
<b>Timeliness</b>	<p>The most recent Education and Work survey was conducted throughout Australia in May 2013 as a supplement to the monthly LFS. The 2013 sample size was approximately 10 per cent larger than the 2012 sample due to the larger in-scope population. 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.</p>
<b>Accuracy</b>	<p>The number of completed interviews (after taking into account scope and coverage exclusions) was about 43 600. This sample was achieved by obtaining a response rate of 94 per cent from the selected households.</p> <p>The Labour Force Survey is designed to primarily provide estimates for the whole of Australia and, second, for each state and territory.</p> <p>Prior to the 2013 SEW, people who were permanently unable to work were excluded from the in-scope population. In 2013, the SEW scope was expanded to include people permanently unable to work. However, to ensure that the indicator measure presented here is comparable over time, the permanently unable to work population has been excluded from these tables.</p> <p>Two types of error are possible in an estimate based on a sample survey: non-sampling error and sampling error.</p>

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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. This sample for the SEW 2013 comprised of two rotation groups based on the new 2011 Census based sample and five rotation groups based on the 2006 Census based sample. Overall, the 2011 sample design generally maintains standard errors at the levels targeted under the 2006 sample design. For more information see Information Paper: Labour Force Survey Sample Design, May 2013 (cat. no. 6269.0).

## Coherence

The indicators for COAG national agreement reporting that are based on the 2013 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.

In 2013 the scope of the survey was extended to include persons aged 65–74 years who are not intending to work (i.e. all persons aged 65–74 years were included for the first time). In addition, persons who are permanently unable to work were also included in the scope of SEW for the first time. There were an estimated 409 700 people who reported being permanently unable to work in May 2013.

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.

### Comparing indicators over time using SEIFA indexes

SEIFA is an area-based index defined using data from each five-yearly Census, and may become slightly less optimal over time as an indicator of socio-economic status. An area may experience changes in the

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socio-economic characteristics of people that live in that area over time, but this will not be reflected until a new version of SEIFA is calculated. In addition, different variables and different weights are used in different versions of SEIFA, which means the same area may be characterised differently.

The change from the use of SEIFA 2006 to SEIFA 2011 will have a small impact on the trend, generally contributing to an increase in the apparent difference between SEIFA quintiles. For this reason, users should use caution in interpreting the change over time as reflecting real underlying change.

There may also be a minor impact due to the change in the unit of geography used to define quintiles. In this case, SEIFA quintiles are defined based on Census Collection Districts (for years 2008 - 2011) and Statistical Area 1s (for 2012 - 2013). As these are both very small geographic units, the effect of the change in geography is extremely minor. For indicators using larger geographic units (such as Statistical Local Areas and Statistical Area 2s), the effect will be greater.

**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**

Tabulated data and associated RSEs are available in spreadsheet format on the ABS website (cat. no. 6227.0). Additional tables are also available in a separate release also on the ABS website (cat. no. 6227.0.55.003).

Data from this survey will also be accessible in the TableBuilder and DataAnalyser environments, enabling users to create their own customised output as required. For more details, refer to the TableBuilder information, Microdata: Education and Work, Australia (cat. no. 6227.0.30.001).

A Confidentialised Unit Record File (CURF) containing confidentialised microdata from the SEW has been released biennially from 2001 to 2011.

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 1 300 135 070.

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## Acronyms and abbreviations

AATSIHS	Australian Aboriginal and Torres Strait Islander Health Survey
ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum Assessment and Reporting Authority
ACER	Australian Council for Educational Research
ACT	Australian Capital Territory
AEDI	Australian Early Development Index
AIM	Achievement Improvement Monitor test
AQF	Australian Qualifications Framework
ARA	Any Responsible Adult
ARIA	Accessibility and Remoteness Index for Australia
ASCED	Australian Standard Classification of Education
ASGC	Australian Standard Geographical Classification
ASGS	Australian Statistical Geography Standard
Aust	Australia
Census	ABS Census of Population and Housing
COAG	Council of Australian Governments
CRC	COAG Reform Council
CURF	Confidentialised Unit Record File
DEEWR	Department of Education, Employment and Workplace Relations
DoE	Australian Government Department of Education
DQS	Data Quality Statement
ESCS	Index of Economic, Social and Cultural Status
FTE	Full Time Equivalent
HISEI	Highest International Social and Economic Index
ICSEA	Index of Community Socio-Educational Advantage
IGA	Intergovernmental Agreement on Federal Financial Relations
IRSD	Index of Relative Socioeconomic Disadvantage

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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
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
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PUW	Permanently Unable to Work
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



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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

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## Glossary

<b>Full time equivalent student</b>	This is the addition of those defined as full time (who have an imputed value of 1.0) with the sum of the imputed values of those defined as part time (who are assessed as having a value between 0.1 and 0.9). The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student. The FTE of a full time student is 1.0.
<b>Full time student</b>	A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.
<b>Geographic location classification</b>	<p>Geographic categorisation for non-ABS data 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.</p> <p>A. Metropolitan zone</p> <ul style="list-style-type: none"><li>• Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs.</li><li>• Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong.</li></ul> <p>B. Provincial zone (non-remote)</p> <ul style="list-style-type: none"><li>• Provincial city Statistical Districts plus Darwin SD.<ul style="list-style-type: none"><li>• Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie–Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga.</li><li>• Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool.</li></ul></li><li>• Other provincial areas (CD ARIA Plus score <math>\leq 5.92</math>)<ul style="list-style-type: none"><li>• Inner provincial areas (CD ARIA Plus score <math>\leq 2.4</math>)</li><li>• Outer provincial areas (CD ARIA Plus score <math>&gt; 2.4</math> and <math>\leq 5.92</math>)</li></ul></li></ul> <p>C. Remote zone</p> <ul style="list-style-type: none"><li>• Remote zone (CD ARIA Plus score <math>&gt; 5.92</math>)<ul style="list-style-type: none"><li>• Remote areas (CD ARIA Plus score <math>&gt; 5.92</math> and <math>\leq 10.53</math>)</li><li>• Very remote areas (CD ARIA Plus score <math>&gt; 10.53</math>)</li></ul></li></ul>
<b>Indigenous student</b>	A student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions.

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<b>Language background other than English (LBOTE) student</b>	A status that is determined by administrative processes that vary across jurisdictions.
<b>Part time student</b>	A student undertaking a workload that is less than that specified as being full time in the jurisdiction
<b>Quintiles</b>	Quintiles are groups that result from ranking all people in the population in ascending order (from the lowest to the highest) according to their response to a data item (eg income), and then dividing the population into five equal groups, each comprising 20 per cent of the population.
<b>Socioeconomic status</b>	<p>For the purposes of this report, socioeconomic status is measured using HISEI and ESCS (NAPLAN data) or SEIFA IRSD (all other data).</p> <p>HISEI and ESCS are two measures used by the OECD to represent elements of socioeconomic background. HISEI is a measure of the father's and mother's occupation. The ESCS is a measure created to capture the wider aspects of a student's family and home background including the highest occupational status of parents (HISEI), the highest educational level of parents in years of education (PARED), and home possessions (HOMEPOS). HOMEPOS comprises all items on the indices of family wealth, cultural resources, access to home educational and cultural resources, and books in the home.</p> <p>SEIFA IRSD is an ABS measure of socioeconomic status. For SEIFA IRSD, a person can be allocated to one of five quintiles. Quintile 1 indicates that the person resides in the most disadvantaged area in the jurisdiction, whereas quintile 5 indicates that the person resides in the least disadvantaged area in the jurisdiction.</p>
<b>Special schools</b>	Special schools provide special instruction for students with a physical and/or mental disability/impairment, or with social problems.
<b>Student</b>	<p>A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.</p> <p>For data sourced from the NSSC, students were excluded if they had left the school or had been absent without explanation for four continuous weeks (excluding school vacations) prior to the school Census date.</p>
<b>Student, primary</b>	A student in primary education, which from 2008 covers pre-year 1 to year 6 in NSW, Victoria, Tasmania, ACT and NT, and pre-year 1 to year 7 in Queensland, WA and SA.
<b>Student, secondary</b>	A student in secondary education, which from 2008 commences at year 7 in NSW, Victoria, Tasmania, ACT and NT, and at year 8 in Queensland, SA and WA.
<b>Ungraded student</b>	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.