
4 School education

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Attachment tables

Attachment tables are identified in references throughout this Indigenous Compendium by an 'A' suffix (for example, in this chapter, table 4A.3). As the data are directly sourced from the 2010 Report, the Compendium also notes where the original table, figure or text in the 2010 Report can be found. For example, where the Compendium refers to '2010 Report, p. 4.15' this is page 15 of chapter 4 of the 2010 Report, and '2010 Report, table 4A.2' is attachment table 2 of attachment 4A of the 2010 Report. A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at (www.pc.gov.au/gsp).

This chapter focuses on performance information — equity, effectiveness and efficiency — for government funded school education in Australia. Reporting

relates to government funding only, not to the full cost to the community of providing school education. Descriptive information and performance indicators are variously reported for:

- government primary and secondary schools
- non-government primary and secondary schools
- school education as a whole (government plus non-government primary and secondary schools).

Schooling aims to provide education for all young people. The main purposes of school education are to assist students in:

- attaining knowledge, skills and understanding in key learning areas
- developing their talents, capacities, self-confidence, self-esteem and respect for others
- developing their capacity to contribute to Australia's social, cultural and economic development.

Indigenous data in the School education chapter

The School education chapter in the *Report on Government Services 2010* (2010 Report) contains the following data items on Indigenous people:

- the number of full time students (and as a proportion of all students) in government, non-government and all schools, 2008
- student attendance rate in government schools, 2008
- proportion of children aged 6–15 years enrolled in school, 2008
- apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2008
- apparent retention rates from year 10 to year 12, full time secondary students, 2008
- year 3, 5, 7 and 9 student participation in NAPLAN assessment by Indigenous status, 2008
- year 3 student participation in NAPLAN assessment by Indigenous status, 2008
- proportion of year 3, 5, 7 and 9 students achieving the reading national minimum standard, 2008
- proportion of year 3, 5, 7 and 9 students achieving the writing national minimum standard, 2008

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- proportion of year 3, 5, 7 and 9 students achieving the numeracy national minimum standard, 2008
 - proportion of 17–19 year old population having completed year 10 or above, by Indigenous status, 2006.

The school education attachment contains additional data relating to Indigenous people including:

- Australian Government specific purpose payments for schools, 2007-08
- participation rate in writing assessment, 2008
- participation rate in numeracy assessment, 2008
- exemptions, absences and assessment by equity group in reading, writing and numeracy testing, 2008
- proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group
- proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, 2007
- proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, Australia, 2005
- proportion of 15 year old secondary students achieving level 3 or above in the overall reading literacy scale, by equity group — 2000, 2003 and 2006
- proportion of 15 year old secondary students achieving level 3 or above in the overall mathematical literacy scale, by equity group — 2003 and 2006
- proportion of 15 year old secondary students achieving at or above the OECD mean for scientific literacy (2000 and 2003) and problem solving (2003), by equity group
- proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, 2006
- proportion of 15 year old students achieving at or above the OECD mean for problem solving, 2003
- proportion of children aged 6–16 years, enrolled in school years 1–10, 2008
- apparent retention rates of full time secondary students to years 10, 11 and 12, 2008
- apparent retention rates of secondary students from years 10–12, 2008

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- apparent retention rates of full time secondary students, government schools, 2008
 - apparent retention rates of full time secondary students, non-government schools, 2008
 - apparent retention rates of full time secondary students, all schools, 2008
 - student attendance rates, independent schools, 2008
 - student attendance rates, Catholic schools, 2008

Administrative processes for determining Indigenous status vary across jurisdictions. Throughout the chapter, the following definition is used for an Indigenous student:

“A student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background.”

Indigenous full-time students, 2008

Some groups of students, including Indigenous students, have been identified as having special needs in school education. Government schools provide education for a high proportion of students from special needs groups. In 2008, 86.1 per cent of Indigenous students and 79.5 per cent of students with disabilities, for example, attended government schools (table 4A.2 and 2010 Report, table 4A.24).

This chapter reports on the proportions of Indigenous students, LBOTE students, students with disabilities and students who are geographically remote. Further information on student body mix in government, non-government and all schools is in tables 4A.3–5. Care needs to be taken in interpreting this information because some definitions of special needs students differ across states and territories.

The number and proportion of full time Indigenous students varies greatly across jurisdictions (table 4.1). In all jurisdictions, the proportion of full time Indigenous students was higher in government schools than in non-government schools. Nationally, the proportion of full time Indigenous students was 5.8 per cent in government schools and 1.8 per cent in non-government schools in 2008 (table 4.1).

Table 4.1 Indigenous full time students, 2008

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous full time students (000) ^a									
Government schools	39.2	7.8	38.5	19.2	7.7	4.3	0.9	12.9	130.6
Non-government schools	5.4	1.0	6.2	3.6	0.9	0.7	0.3	3.0	21.1
All schools	44.6	8.8	44.7	22.8	8.6	5.0	1.2	15.9	151.7
Indigenous full time students as a proportion of all full time students (%)									
Government schools	5.3	1.5	8.0	8.3	4.7	7.5	2.6	44.2	5.8
Non-government schools	1.4	0.3	2.7	3.0	1.1	2.9	1.1	30.2	1.8
All schools	4.0	1.1	6.3	6.5	3.4	6.1	2.0	40.7	4.4

^a Students counted as Indigenous are those who have identified as being of Indigenous origin. It is possible that the number of Indigenous students may be under-represented in some jurisdictions.

Source: ABS (2009) *Schools Australia 2008*, Cat. No. 4221.0; table 4A.2; 2010 Report, table 4.5, p. 4.11.

Framework of performance indicators

Data for Indigenous people are reported for a subset of the performance indicators for school education in the 2010 Report. It is important to interpret these data in the context of the broader performance indicator framework outlined in figure 4.1. The performance indicator framework shows which data are comparable in the 2010 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary.

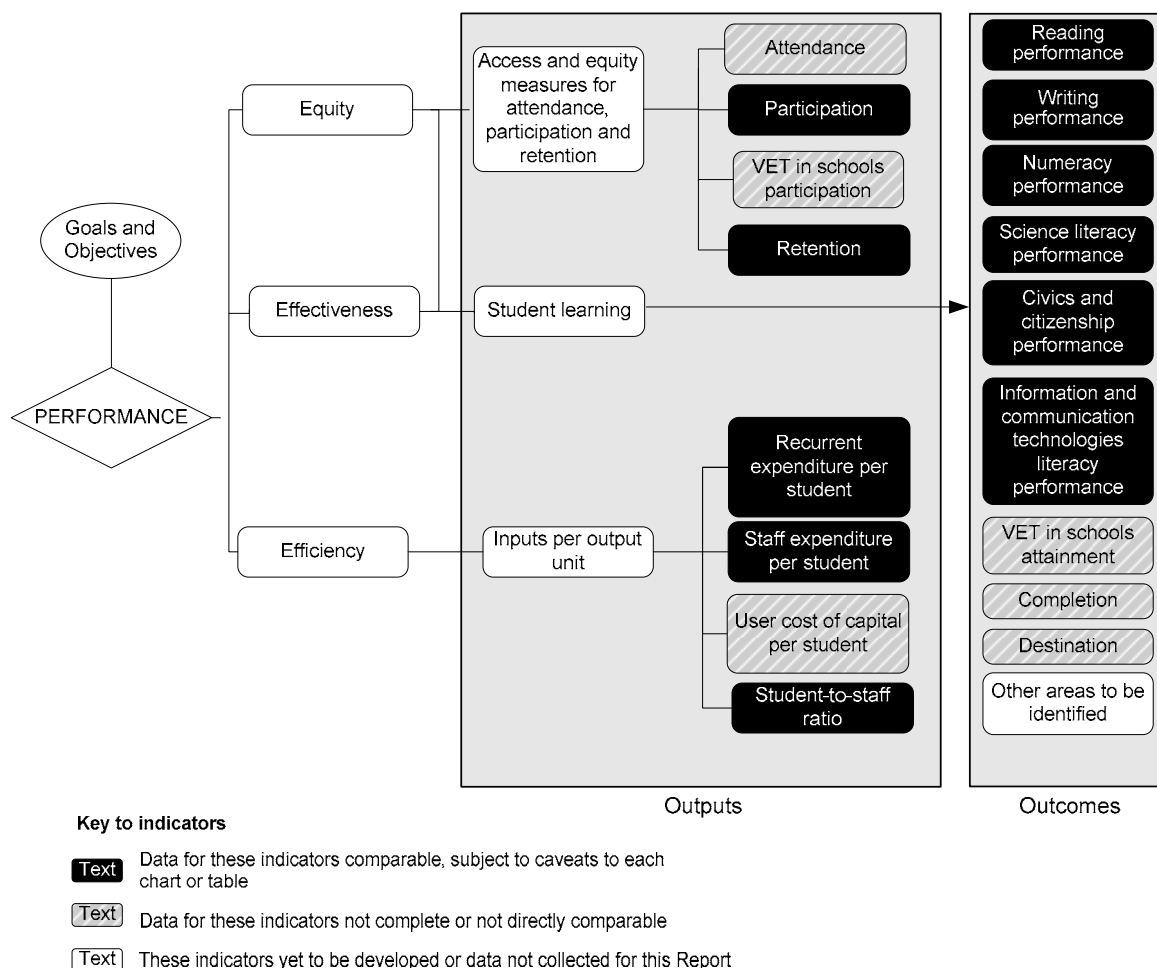
The Report's statistical appendix contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (appendix A).

Care should be taken in interpreting these performance indicators, a number of interrelated factors affect the results, including characteristics of students (for example, student engagement and connectedness, length of time spent in schooling, demographic and socio-economic characteristics, [including remoteness and Indigenous status]).

The Council of Australian Governments (COAG) has agreed six National Agreements to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services, (see chapter 1 for more detail on reforms to federal financial relations). The NEA covers the area of school education, and education and training indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the

COAG Reform Council (CRC). Revisions have been made to the performance indicators reported in this chapter to align with the performance indicators in the National Agreements.

Figure 4.1 Performance indicators for school education



Source: 2010 Report, figure 4.4, p. 4.16.

Attendance

‘Attendance’ is an indicator of governments’ objective to develop fully the talents and capacities of young people through equitable access to education and learning. National and international research confirms a link between attendance and student achievement, although the factors influencing attendance and achievement are numerous and interrelated in complex ways. Attendance rates for special needs groups are an indication of the equity of access to school education (box 4.1).

Box 4.1 **Attendance**

'Attendance' (school attendance rate) is defined as the number of actual full time equivalent 'student days attended' over the collection period as a percentage of the total number of possible student days attended over the collection period.

Holding other factors equal, a high student attendance rate is desirable.

It is intended to measure student attendance over a single consistent time period (the first semester) for all schools. However, currently the measure is transitional, with most jurisdictions providing government schools data for the first semester, whereas non-government schools provide data over a period including the last 20 days in May.

Data on student attendance are collected for each State and Territory by:

- school sector (government, Catholic and independent)
- sex
- year level (1–10)
- Indigenous status (Indigenous and non-Indigenous students).

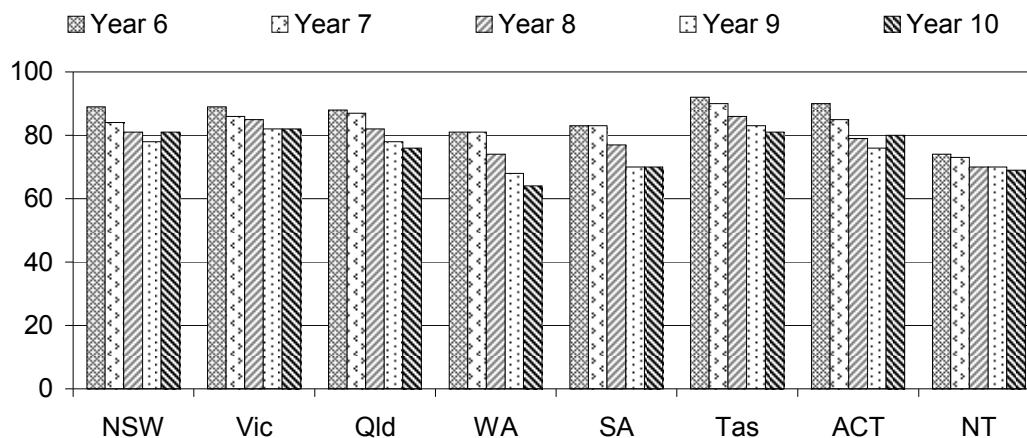
Care should be exercised in relation to the data for Indigenous students, particularly in some jurisdictions and in the non-government sectors, due to small population sizes.

Data for this indicator are not directly comparable.

School attendance is measured in a specific collection period during the school year (see box 4.1 for details), and results may not be representative of school attendance throughout the school year.

In government schools, non-Indigenous students had higher attendance rates than Indigenous students across all year levels in all jurisdictions (figure 4.2 and table 4A.46). The differences varied across states and territories, although attendance rates for non-Indigenous students were similar across all jurisdictions. A similar pattern to the government schools was observed for non-government schools (independent and Catholic schools) in most jurisdictions (tables 4A.47 and 4A.48).

Figure 4.2 Student attendance rate, government schools, Indigenous students, 2008^a



^a See source for detailed explanatory notes regarding data.

Source: MCEECDYA (2009) *National Report on Schooling in Australia 2008: Additional statistics on Australian schooling chapter*; table 4A.46; 2010 Report, figure 4.6, p. 4.20.

Participation

‘Participation’ is an indicator of governments’ objective to develop fully the talents and capacities of young people through participation in secondary schooling, to enable all students to have access to the high quality education necessary to enable completion of school education to year 12 or its equivalent (box 4.2).

Box 4.2 Participation

'Participation' (school education participation rate) is defined by two measures:

- the total number of children aged 6–15 years and enrolled in school (full time and part time enrolments) as a proportion of the estimated resident population of the same age, reported by Indigenous status
- the number of full time and part time school students of a particular age expressed as a proportion of the estimated resident population of the same age, for each year for 14–19 year olds.

Participation rates are reported nationally and by State/Territory.

Holding other factors constant, a higher or increasing participation rate suggests an improvement in educational outcomes through greater access to school education. Participation rates in school education need to be interpreted with care because rates are influenced by jurisdictional differences in age/grade structures, and the participation rate is an age-based rate. The rate is comparable over time within a jurisdiction, but may not be directly comparable across jurisdictions where there are differences in the age/grade structure.

This indicator does not provide information on young people who develop their talents and capacities through other options for delivering post-compulsory education and training — for example, work-based training and enrolment in technical and further education (TAFE) delivered programs. A broader participation indicator that accounts for some of these factors is reported in the 'Early childhood, education and training preface'.

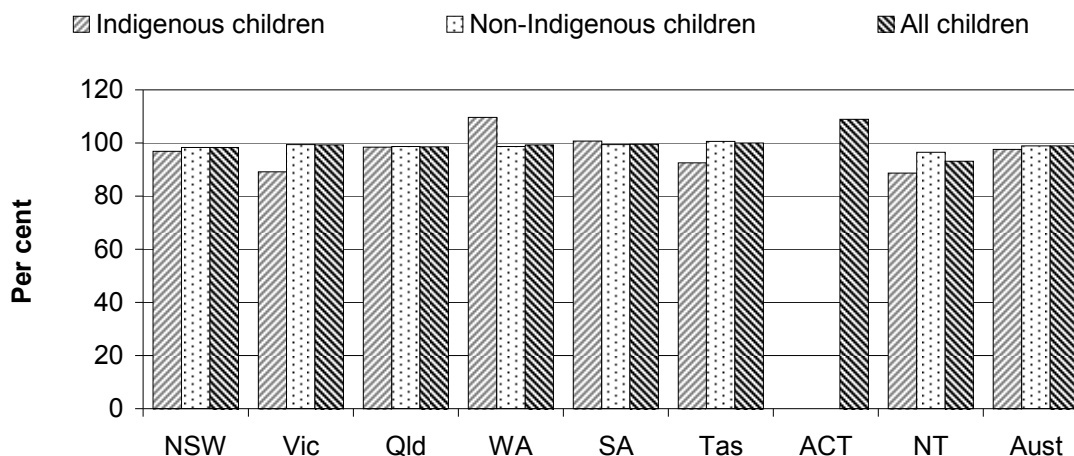
Care should be exercised in relation to the data for Indigenous students, particularly in some jurisdictions, due to small population sizes.

Data for this indicator are comparable.

Proportion of children aged 6–15 years enrolled in school

Nationally, 98.9 per cent of children aged 6–15 years were enrolled (either full or part time) in schools in 2008. Nationally, the enrolment rate for Indigenous children was 98 per cent compared to 99 per cent for non-Indigenous children. These rates also varied across jurisdictions (figure 4.3).

Figure 4.3 Proportion of children aged 6–15 years enrolled in school, by Indigenous status, 2008^{a, b, c, d, e, f, g}



^a Proportions over 100 per cent may reflect disparities between the sources of data which may provide varying counts, or, may reflect students from one jurisdiction enrolling in schools in another jurisdiction and need to be interpreted with care. ^b Proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be educated in a different jurisdiction to their place of residence. ^c 'Non-Indigenous' and 'All children' include those for whom Indigenous status is unknown and consequently the proportion of Indigenous students may be under-represented in some jurisdictions. ^d Includes children enrolled full time or part time. ^e ABS data sources are not considered sufficiently robust to support Indigenous population estimates for the ACT at this small geographical level and for a small population, for 2008. ^f See footnotes to table 4A.38 for further information. ^g Data for 2006 for children aged 6–15 years are included in table 4A.38. Data for children aged 6–16 years in years 1–10, for 2006 and 2008, are included in table 4A.39.

Source: ABS (unpublished) Schools Australia, 2008; ABS (unpublished) *Demographic Statistics, June quarter 2008*; ABS (2009) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021* (cat. no. 3238.0); ABS (unpublished) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021*; table 4A.38; 2010 Report, figure 4.7, p. 4.22.

Retention

'Retention' to the final years of schooling is an indicator of governments' objective that all students have access to high quality education and training necessary to enable the completion of school education to year 12 or its equivalent (box 4.3).

Box 4.3 Retention

'Retention' (apparent retention rate) is defined as the number of full time school students in a designated level/year of education as a percentage of their respective cohort group (which is either at the commencement of their secondary schooling — at year 7 or 8 — or at year 10). Data are reported for:

- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 10
- the proportion of students commencing secondary school at year 7 or 8 and continuing to year 12
- the proportion of year 10 students continuing to year 12.

The term 'apparent' is used because the indicator is derived from total numbers of students in each of the relevant year levels, rather than by tracking the retention of individual students. Data are reported for all students, Indigenous and non-Indigenous students, and for students in government and non-government schools.

Holding other factors constant, a higher or increasing apparent retention rate suggests that a large number of students are continuing to participate in school education, which is likely to result in improved educational outcomes.

This indicator does not include part time students or provide information on students who pursue year 12 (or equivalent qualifications) through non-school pathways.

Care needs be taken in interpretation because the apparent retention rate does not take account of factors such as:

- students repeating a year of education or returning to education after a period of absence
- movement or migration of students between school sectors, between states/territories and between countries
- the impact of full fee paying overseas students.

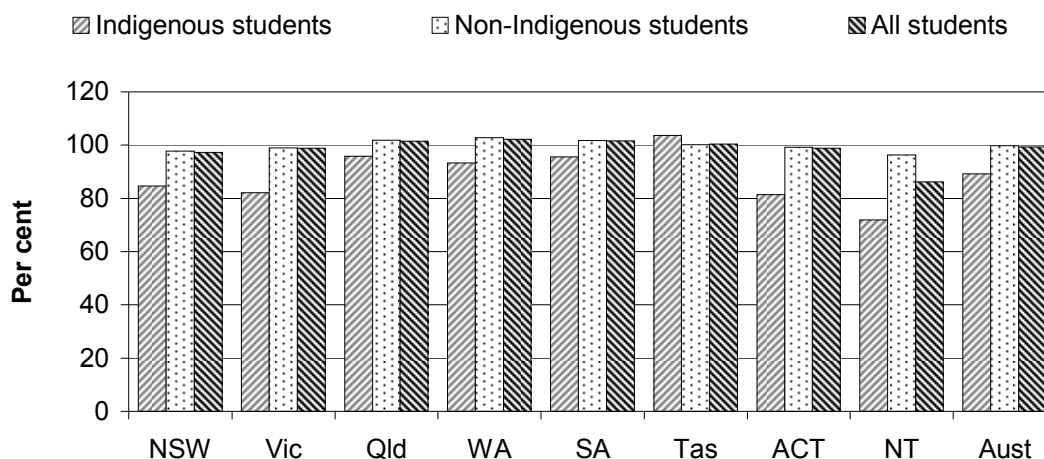
Data for this indicator are comparable.

Apparent retention rates, from the commencement of secondary school at year 7 or 8 (see 2010 Report, figure 4.1 shows the differences across jurisdictions) to year 10, for all students in most jurisdictions were 97–102 per cent in 2008, with a national rate of 99.3 (figure 4.4). High rates are to be expected because normal year level progression means students in year 10 are generally of an age at which schooling is compulsory.

Retention rates for Indigenous students provide one measure of the equity of access to schooling. Retention rates to year 10 for Indigenous students were lower than those for non-Indigenous students and all students in most jurisdictions. The national retention rate for Indigenous students was 89.2 per cent, 10.6 per cent

lower than that for non-Indigenous students and 10.1 percentage points lower than that for all students.

Figure 4.4 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2008^{a, b, c, d, e}



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (2010 Report, table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates. ^e Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are not included in the data for 'Non-Indigenous students', but are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be under-represented in some jurisdictions.

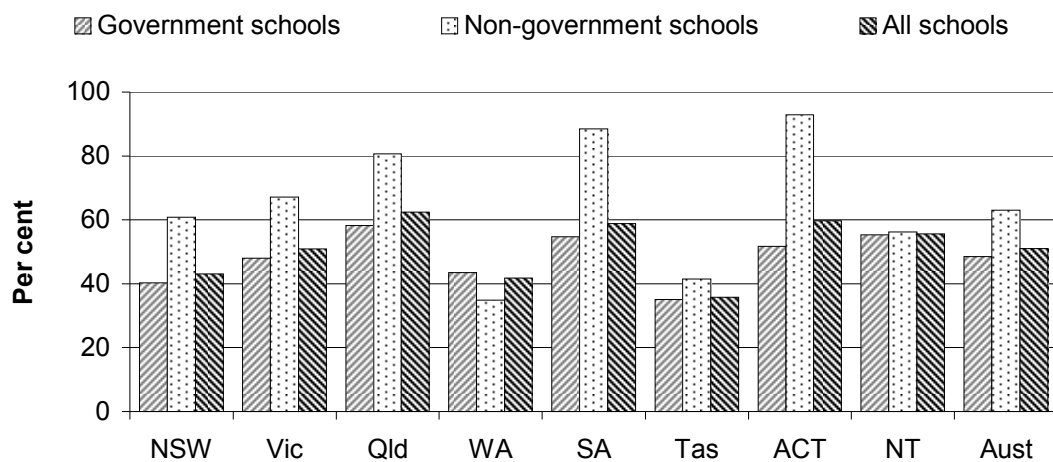
Source: ABS (2009) *Schools Australia 2008*, Cat. No. 4221.0; table 4A.40; 2010 Report, figure 4.10, p. 4.27.

The apparent rate of retention from year 10 to year 12 has been derived by expressing the number of full time school students enrolled in year 12 in 2008 as a proportion of the number of full time school students enrolled in year 10 in 2006.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Indigenous students in 2008 varied across jurisdictions (figure 4.5), but were consistently lower than rates for all students (2010 Report, figure 4.11). In interpreting this indicator, note that nationally 10.8 per cent of Indigenous students left school before year 10 (figure 4.4) — compared to 0.7 per cent of all students — so are not included in the base year for retention from year 10 to year 12. This baseline varies across jurisdictions. Further, Indigenous students made up 5.8 per cent of all students in government schools compared with 1.8 per cent in non-government schools and some jurisdictions have very low numbers of Indigenous students (table 4A.2).

Nationally, Indigenous retention from year 10 to year 12 for all schools in 2008 was 51.0 per cent (figure 4.5), compared to 75.6 per cent for all students. However, Indigenous retention from year 10 to year 12 for all schools has risen in the past five years from 45.7 per cent in 2004 to 51.0 per cent in 2008, with the gap in year 10 to year 12 retention rates between Indigenous students and all students decreasing from 31.5 percentage points in 2004 to 24.6 percentage points in 2008 (table 4A.44).

Figure 4.5 Apparent retention rates from year 10 to year 12, Indigenous full time secondary students, 2008^{a, b, c, d}



^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (2010 Report, table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. ^d Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in these rates may be under-represented in some jurisdictions.

Source: ABS (2009) *Schools Australia 2008*, Cat. No. 4221.0; table 4A.41; 2010 Report, figure 4.12, p. 4.29.

Nationally comparable learning outcomes

'Reading performance', 'writing performance', 'numeracy performance', 'science literacy performance', and 'civics and citizenship performance', have been identified as indicators of learning outcomes and are discussed in this section. The outcomes completion rates, are discussed in the following section.

Years 3, 5, 7 and 9 nationally comparable National Assessment Program —Literacy and Numeracy (NAPLAN) national minimum standard learning outcomes data for reading, writing and numeracy performance for 2008 are reported. Details of reported learning outcomes data and accompanying information from the national

collection are reported in tables 4A.6–26. State and Territory data are also available by Indigenous status and geolocation, and are included in this Report.

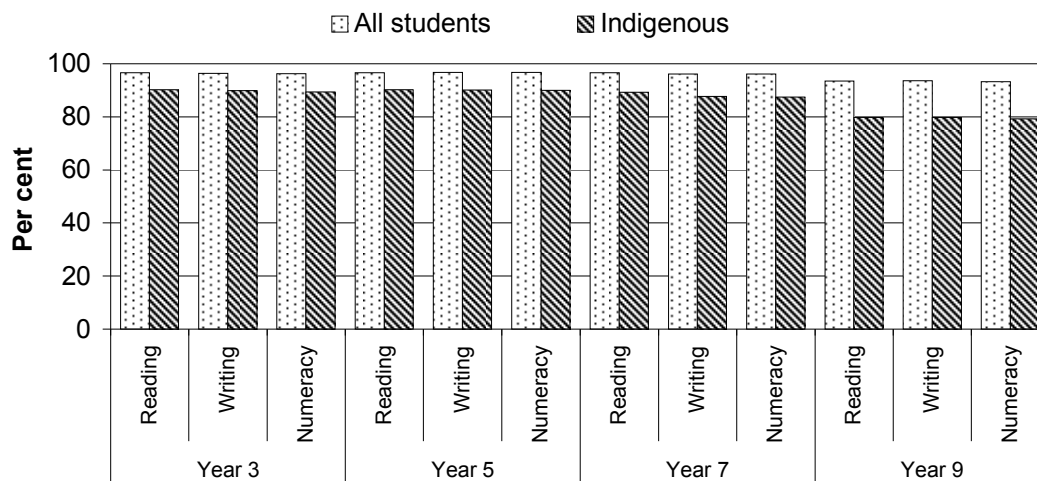
Participation in NAPLAN testing

Participation in NAPLAN testing is defined as the number of assessed and exempt students in years 3, 5, 7 and 9, as a proportion of the total number of students in years 3, 5, 7 and 9.

Assessed students participate on the day of testing. Exempt students are recently arrived in Australia and of a language background other than English or having a significant intellectual disability. Other students are absent or withdrawn. Holding other factors constant, a higher or increasing proportion of participating students (assessed plus exempt students) in NAPLAN testing suggests an improvement in that aspect of educational participation.

The national proportion of assessed and exempt students in years 3, 5, 7 and 9 as a proportion of the total number of students in years 3, 5, 7 and 9, for reading, writing and numeracy in 2008 is shown in figure 4.6. In all categories and years, the proportion of all students participating exceeded the proportion of Indigenous students participating (data are not available for non-Indigenous students).

Figure 4.6 Year 3, 5, 7 and 9 student participation in NAPLAN assessment by Indigenous status, 2008^{a, b}

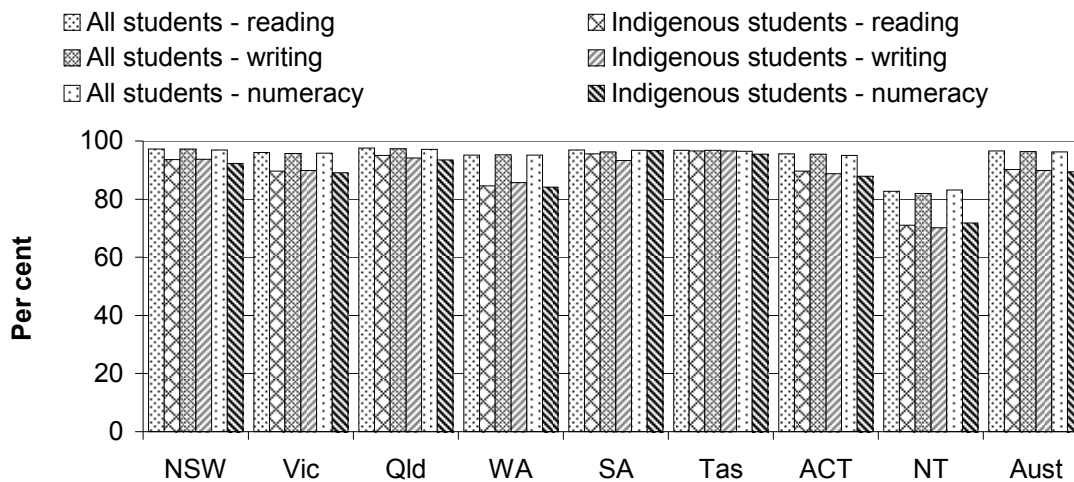


^a Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools which includes those absent and withdrawn. ^b A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be under-represented in some jurisdictions.

Source: MCEETYA 2008, *National Report on Schooling in Australia 2008: National Assessment Program Literacy and Numeracy, Achievement in Reading, Writing, Language Conventions and Numeracy*; tables 4A.12, 4A.19, 4A.26; 2010 Report, figure 4.21, p. 4.44.

Year 3 student participation in assessment for all students was 96.6 per cent for reading, 96.4 per cent for writing and 96.3 per cent for numeracy. For Indigenous students the participation rates were 90.2 per cent for reading, 89.9 per cent for writing and 89.4 per cent for numeracy. These results varied across jurisdictions (figure 4.7). Data for years 5, 7 and 9 for reading, writing and numeracy respectively are included in tables 4A.12, 4A.19, and 4A.26.

Figure 4.7 Year 3 student participation in NAPLAN assessment by Indigenous status, 2008^{a, b, c}



^a Participation rates are calculated on the basis of all assessed and exempt students as a percentage of the total number of students reported by schools, which includes those absent and withdrawn. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9, which are detailed in tables 4A.12, 4A.19, and 4A.26. ^c A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be under-represented in some jurisdictions.

Source: MCEETYA (2008) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy; tables 4A.12, 4A.19, 4A.26; 2010 Report, figure 4.22, p. 4.45.

Reading performance

'Reading performance' is an indicator of governments' objective that all students should attain the skills of English literacy, such that every student should be able to read, write, spell and communicate at an appropriate level. It is an indicator of students' achievement in a key learning area of school education (box 4.4).

Box 4.4 Reading performance

'Reading performance' is defined by two measures:

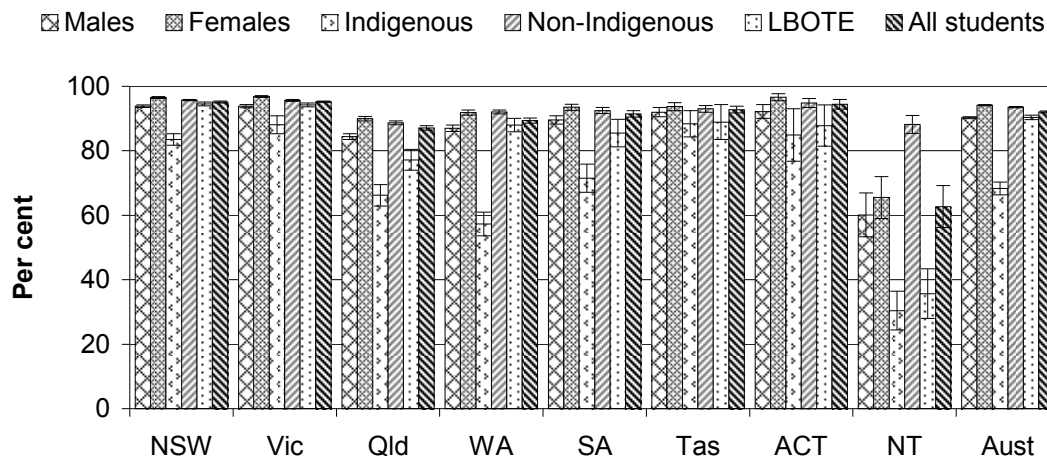
- Percentage of students achieving at or above the national minimum standard in reading: The proportion of assessed years 3, 5, 7 and 9 students who achieve at or above the national reading national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (2010 Report, section 4.2 identifies the profile of equity groups in each State and Territory). The standard describes the nationally agreed minimum acceptable standard for reading performance at years 3, 5, 7 and 9.
 - Up to and including 2007, student performance has been measured by annual State and Territory-based testing programs which were equated through a national process designed to allow comparable reporting against the national reading benchmark. Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replace the former State and Territory-based assessments and report national minimum standards, representing a break in the time series. This Report includes the outcomes of 2008 common national testing programs only. Results of State and Territory-based testing programs are available in the 2009 Report (and previous issues).
- Percentage of students achieving at or above the proficient standard on the OECD PISA combined reading scale in a triennial international assessment: The proportion of assessed 15 year old students who achieve at or above the proficient standard (agreed by the MCEETYA to be level 3) on the OECD PISA combined reading scale for a given year, reported by sex, Indigenous status, socioeconomic status and geolocation.

A high or increasing proportion of students achieving the national minimum standard or proficient standard in reading is desirable.

Data for this indicator are comparable.

Nationally, the proportion of assessed year 3 students who achieved the reading national minimum standard in 2008 was 91.8–92.4 per cent. The national proportion of Indigenous students who achieved the year 3 reading national minimum standard in 2008 was 66.3–70.3 per cent, compared to 93.3–93.7 per cent for non-Indigenous students (figure 4.8).

Figure 4.8 Proportion of year 3 students achieving the reading national minimum standard, by equity group, 2008^{a, b}

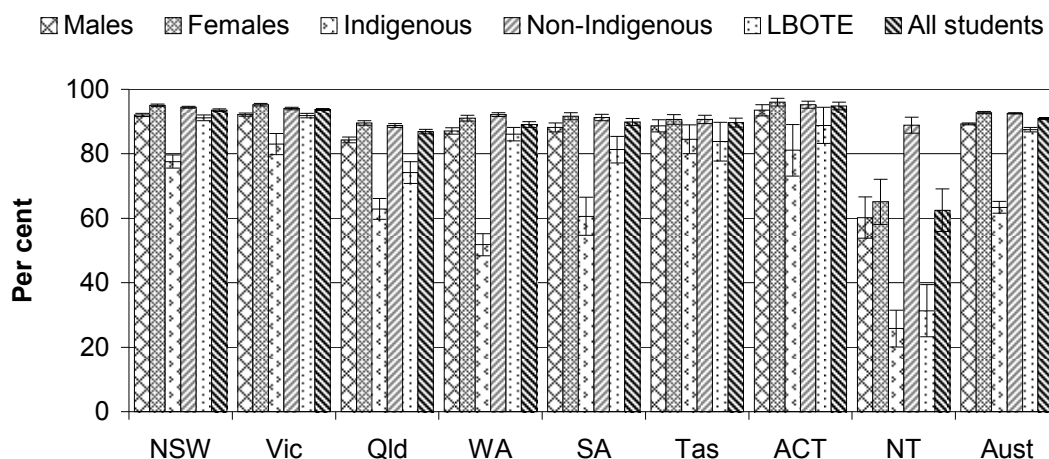


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.6.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.6; 2010 Report, figure 4.23, p. 4.47.

The proportion of assessed year 5 students who achieved the reading national minimum standard in 2008 was 90.7–91.3 per cent nationally. The proportion of Indigenous students who achieved the year 5 reading national minimum standard in 2008 was 61.6–65.2 per cent, compared to 92.4–92.8 per cent for non-Indigenous students (figure 4.9).

Figure 4.9 Proportion of year 5 students achieving the reading national minimum standard, by equity group, 2008^{a, b}

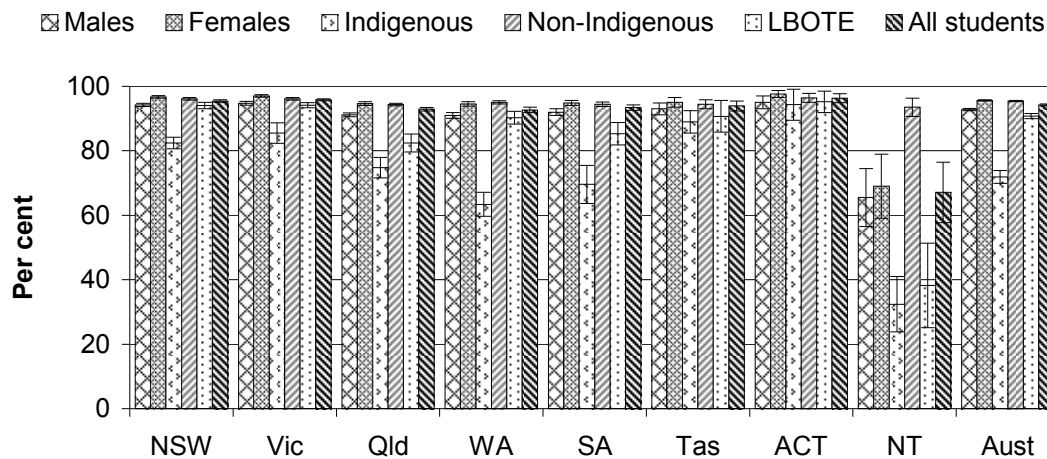


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.7.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.7; 2010 Report, figure 4.24, p. 4.48.

The proportion of assessed year 7 students who achieved the reading national minimum standard in 2008 was 93.9–94.5 per cent nationally. The proportion of Indigenous students who achieved the year 7 reading national minimum standard in 2008 was 69.9–73.9 per cent, compared to 95.2–95.6 per cent for non-Indigenous students (figure 4.10).

Figure 4.10 Proportion of year 7 students achieving the reading national minimum standard, by equity group, 2008^{a, b}

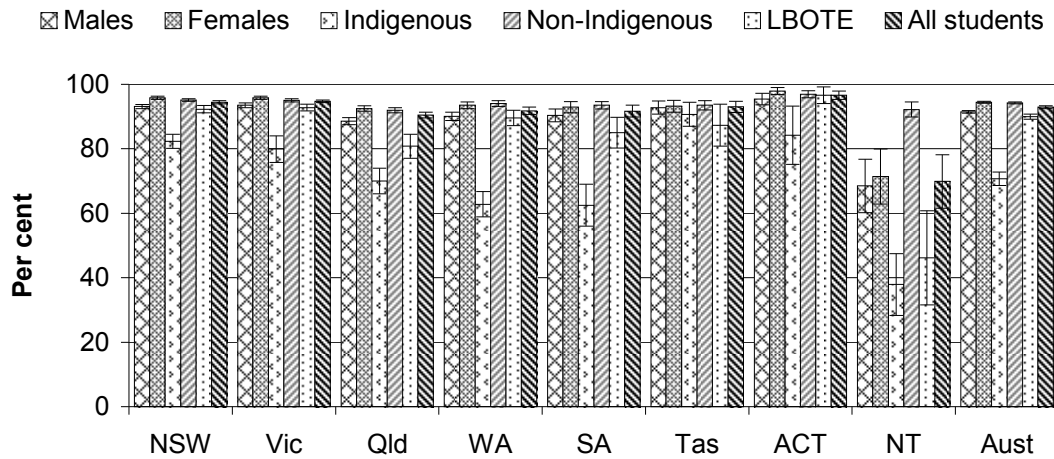


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.8.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.8; 2010 Report, figure 4.25, p. 4.49.

The proportion of assessed year 9 students who achieved the reading national minimum standard in 2008 was 92.5–93.3 per cent nationally. The proportion of Indigenous students who achieved the year 9 reading national minimum standard in 2008 was 68.6–72.8 per cent, compared to 93.9–94.5 per cent for non-Indigenous students (figure 4.11).

Figure 4.11 Proportion of year 9 students achieving the reading national minimum standard, by equity group, 2008^{a, b}

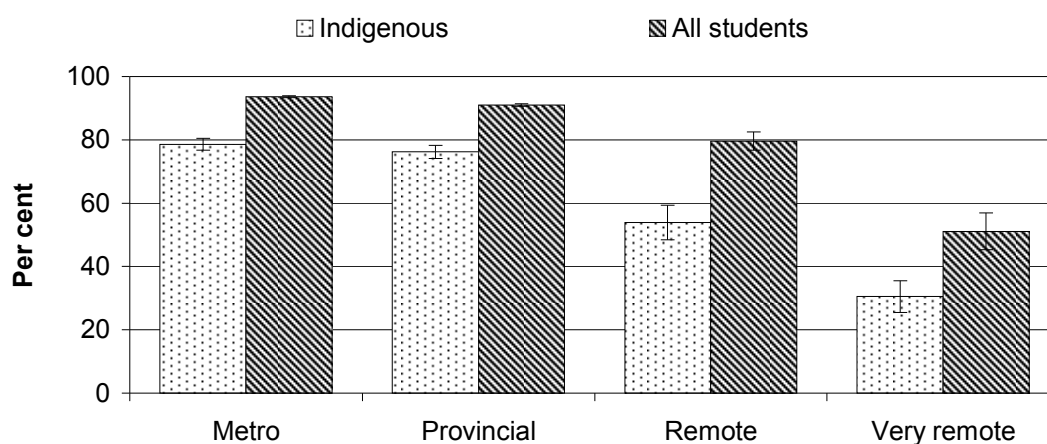


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.9.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.9; 2010 Report, figure 4.26, p. 4.50.

For all categories of remoteness across years 3, 5 and 7 and 9, the reading outcomes for Indigenous students were lower than those for all students. As with all students, outcomes for Indigenous students declined as remoteness increased — furthermore, the gap in learning outcomes between Indigenous students and all students was greater in remote and very remote areas than in metropolitan and provincial areas (figure 4.12).

Figure 4.12 National proportion of year 3 students achieving the reading national minimum standard, by Indigenous status and geolocation, 2008^{a, b, c}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.10. ^c Insufficient or no students in an area of geographic classification are not included.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.10; 2010 Report, figure 4.27, p. 4.51.

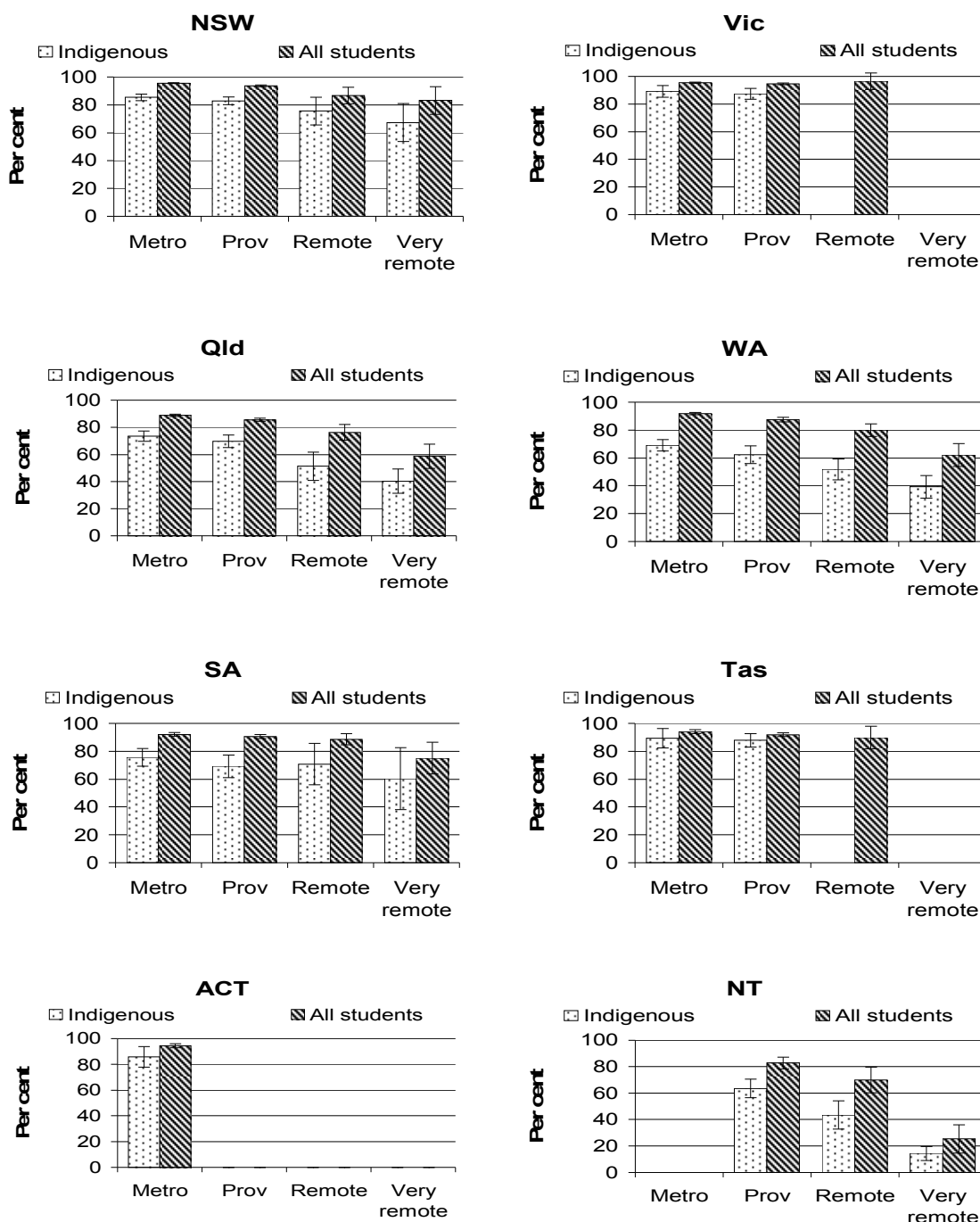
Nationally, the proportion of assessed Indigenous students who achieved the reading national minimum standard by geolocation in 2008 was:

- 76.7–80.5 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (74.1–78.3 per cent). The proportion for remote students (48.4–59.4 per cent) was higher than for very remote students (25.5–35.5 per cent) (figure 4.12)
- 72.5–76.3 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (68.8–73.2 per cent). The proportion for remote students (42.6–53.0 per cent) was higher than for very remote students (17.5–25.9 per cent) (table 4A.10)
- 81.4–84.6 per cent for Indigenous year 7 students in metropolitan areas, no different to the proportion of provincial students (77.8–81.4 per cent). The proportion for remote students (48.9–64.3 per cent) was higher than for very remote students (23.2–32.8 per cent) (table 4A.10)
- 75.8–81.0 per cent for Indigenous year 9 students in metropolitan areas, no different to the proportion of provincial students (72.9–77.7 per cent). The proportion for remote students (47.7–67.1 per cent) was higher than for very remote students (22.1–35.9 per cent) (table 4A.10).

State and Territory results are presented for year 3 reading literacy (by Indigenous status and geolocation) in figure 4.13 (results for years 5 and 7 and 9 reading literacy are in table 4A.10). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Data for exemptions, absent/withdrawn and participation by equity groups in reading testing in 2008 are provided in table 4A.11. Participation rates in reading testing for Indigenous students and all students are provided in table 4A.12. National data on achievement of the national minimum standard for reading by socio-economic status are provided in 2010 Report, table 4A.36.

Figure 4.13 Proportion of year 3 students achieving the reading national minimum standard, by Indigenous status and geolocation, 2008^{a, b, c}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location. ^c There are no very remote areas in Victoria. There are no provincial, remote or very remote areas in the ACT. There is no metropolitan zone in the NT.

Source: MCEETYA (2008) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy; table 4A.10; 2010 Report, figure 4.28, p. 4.53.

Writing performance

‘Writing performance’ is an indicator of governments’ objective that all students should attain the skills of English literacy; such that every student should be able to read, write, spell and communicate at an appropriate level. It is an indicator of students’ achievement in a key learning area of school education (box 4.5).

Box 4.5 Writing performance

‘Writing performance’ is defined as the proportion of assessed years 3, 5, 7 and 9 students who achieve at or above the national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (2010 Report, section 4.2 identifies the profile of special needs groups in each State and Territory). The standard describes the nationally agreed minimum acceptable standard for writing performance at years 3, 5, 7 and 9.

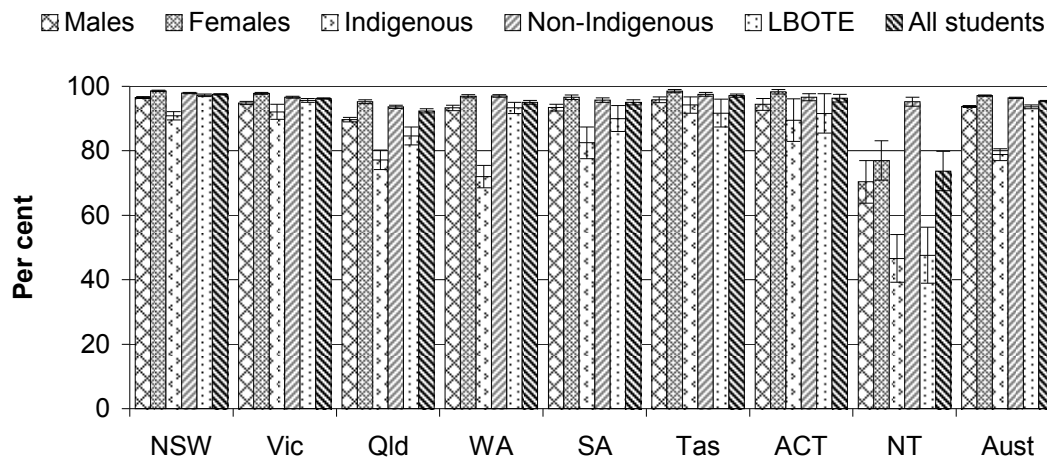
A high or increasing proportion of students achieving the national minimum standard in writing is desirable.

Up to and including 2007, student performance has been measured by annual State and Territory-based testing programs which were equated through a national process designed to allow comparable reporting against the national writing benchmark. Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replace the State and Territory-based assessments and report national minimum standards, representing a break in the time series. This Report includes the outcomes of 2008 common national testing programs only. Results of State and Territory-based testing programs are available in the 2009 Report (and previous issues).

Data for this indicator are comparable.

Nationally, the proportion of assessed year 3 students who achieved the writing national minimum standard in 2008 was 95.2–95.6 per cent. The national proportion of Indigenous students who achieved the year 3 writing national minimum standard in 2008 was 77.0–80.6 per cent, compared to 96.2–96.6 per cent for non-Indigenous students (figure 4.14).

Figure 4.14 Proportion of year 3 students achieving the writing national minimum standard, by equity group, 2008^{a, b}

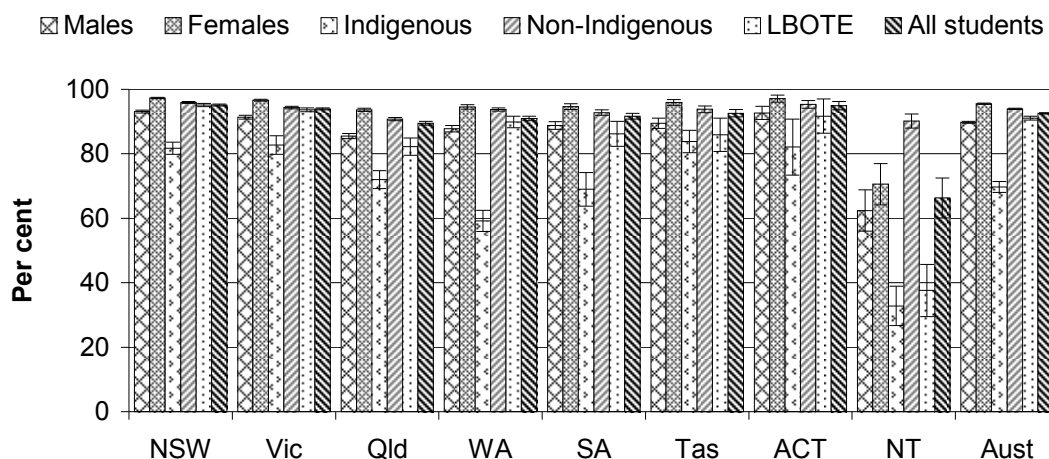


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.13.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.13; 2010 Report, figure 4.29, p. 4.55.

Nationally, the proportion of assessed year 5 students who achieved the writing national minimum standard in 2008 was 92.4–92.8 per cent. The national proportion of Indigenous students who achieved the year 5 writing national minimum standard in 2008 was 68.0–71.4 per cent, compared to 93.7–94.1 per cent for non-Indigenous students (figure 4.15).

Figure 4.15 Proportion of year 5 students achieving the writing national minimum standard, by equity group, 2008^{a, b}

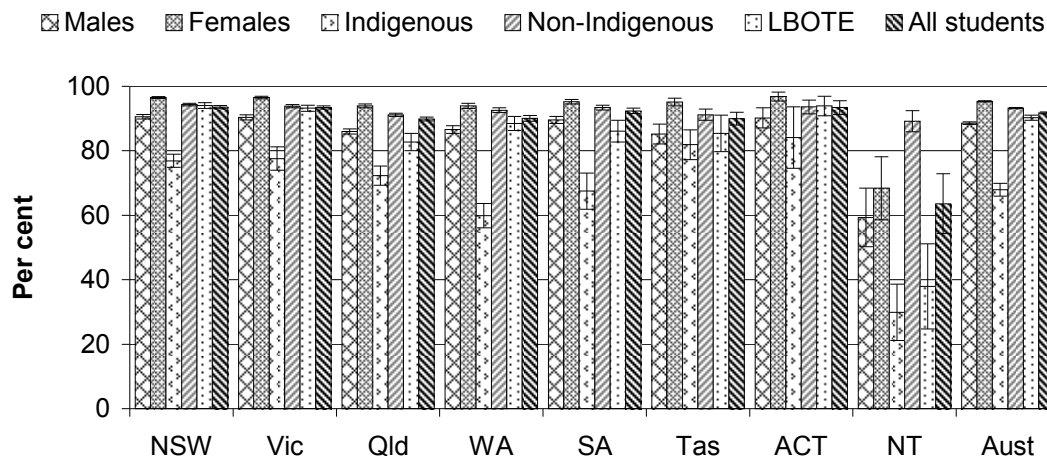


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see tables 4A.14.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.14; 2010 Report, figure 4.30, p. 4.56.

Nationally, the proportion of assessed year 7 students who achieved the writing national minimum standard in 2008 was 91.5–92.1 per cent. The national proportion of Indigenous students who achieved the year 7 writing national minimum standard in 2008 was 65.9–69.9 per cent, compared to 93.0–93.4 per cent for non-Indigenous students (figure 4.16).

Figure 4.16 Proportion of year 7 students achieving the writing national minimum standard, by equity group, 2008^{a, b}

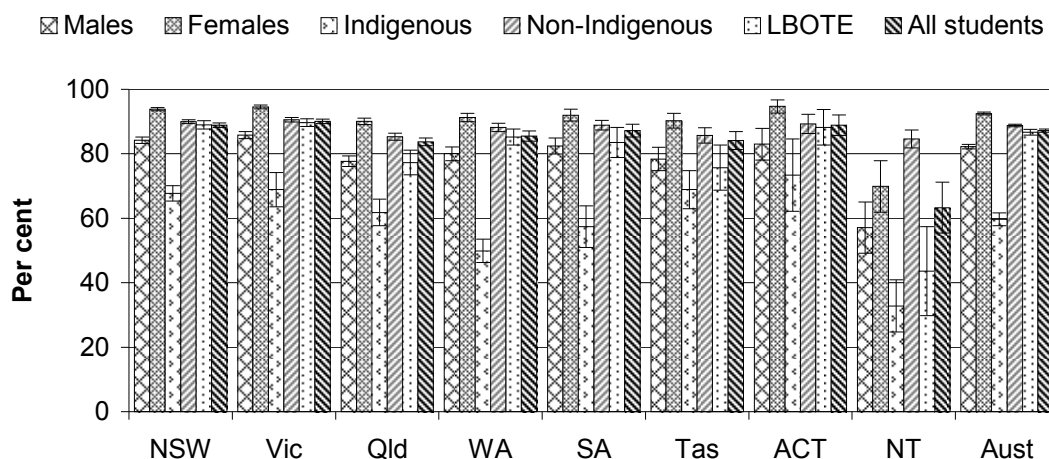


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see tables 4A.15.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.15; 2010 Report, figure 4.31, p. 4.57.

Nationally, the proportion of assessed year 9 students who achieved the writing national minimum standard in 2008 was 86.7–87.7 per cent. The national proportion of Indigenous students who achieved the year 9 writing national minimum standard in 2008 was 57.7–61.7 per cent, compared to 88.4–89.2 per cent for non-Indigenous students (figure 4.17).

Figure 4.17 Proportion of year 9 students achieving the writing national minimum standard, by equity group, 2008^{a, b}

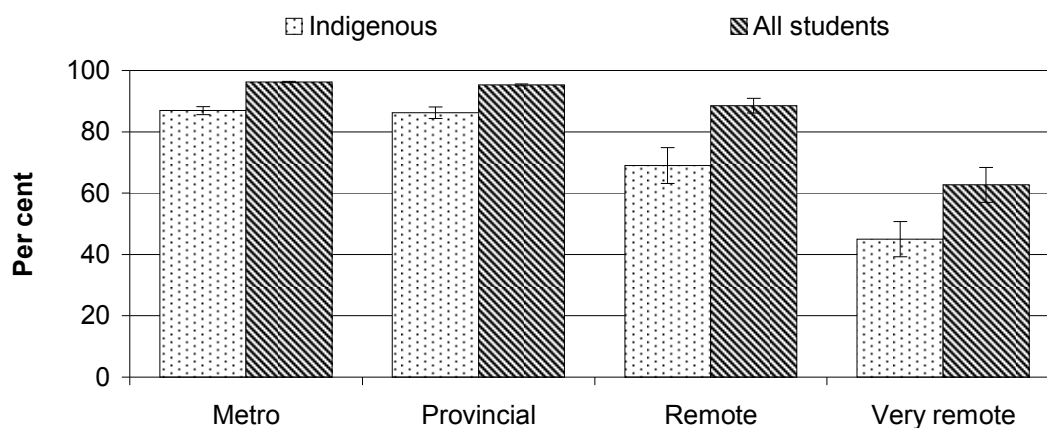


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.16.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.16; 2010 Report, figure 4.32, p. 4.58.

Nationally, the proportion of assessed students who achieved the writing national minimum standard by geolocation in 2008 was 96.0–96.4 per cent for all year 3 students in metropolitan areas, higher than the proportion for provincial students (95.0–95.6 per cent), remote students (86.1–90.9 per cent) and very remote students (57.0–68.4 per cent) (figure 4.18).

Figure 4.18 National proportion of year 3 students achieving the writing national minimum standard, by Indigenous status and geolocation, 2008^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.17.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.17; 2010 Report, figure 4.33, p. 4.59.

For all categories of remoteness across years 3, 5, 7 and 9, the writing outcomes for Indigenous students were lower than those for all students. As with all students, outcomes for Indigenous students declined as remoteness increased — furthermore, the gap in learning outcomes between Indigenous students and all students was greater in remote and very remote areas than in metropolitan and provincial areas.

Nationally, the proportion of assessed Indigenous students who achieved the writing national minimum standard by geolocation in 2008 was:

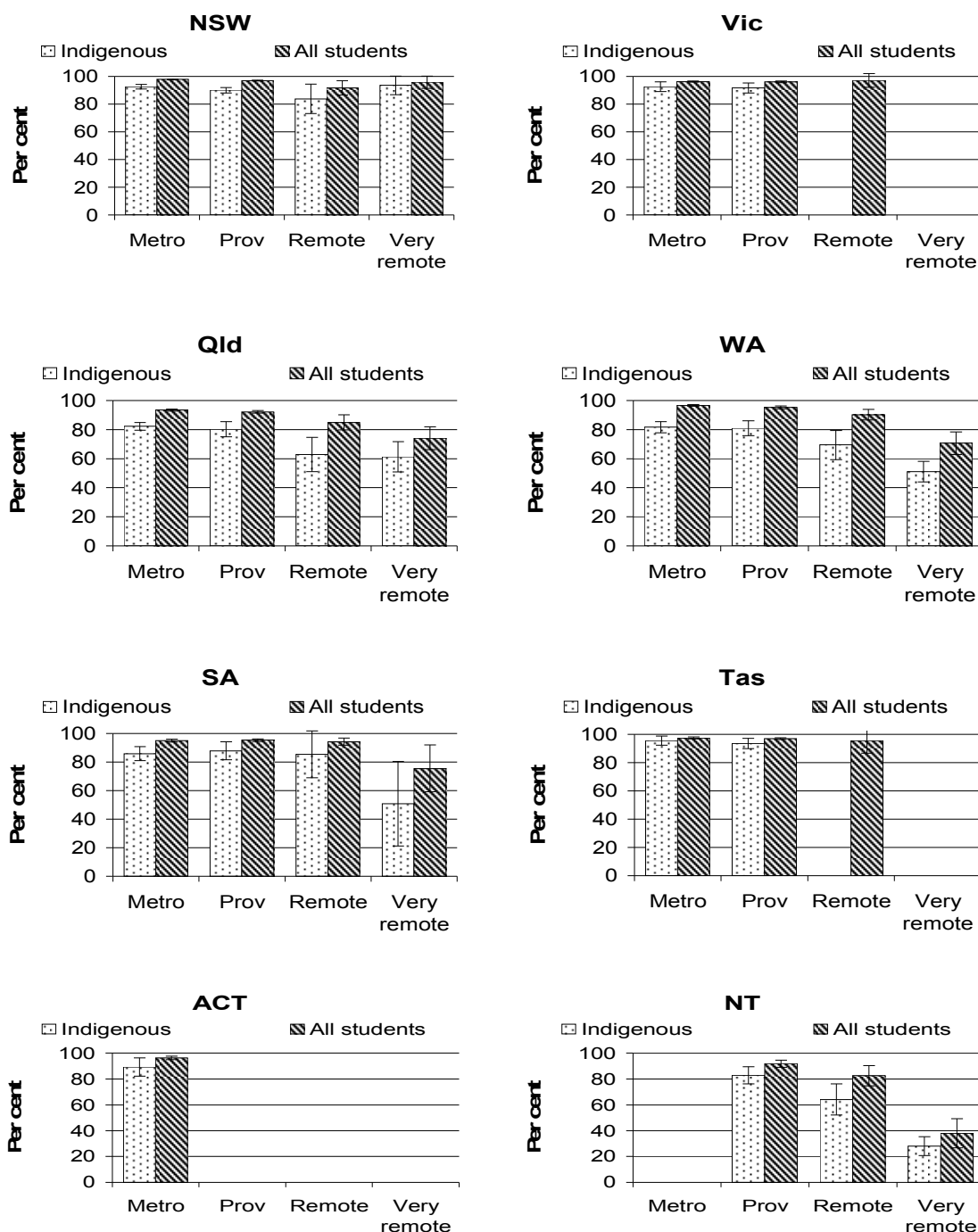
- 85.6–88.2 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (84.3–88.1 per cent). The proportion for remote students (63.2–74.8 per cent) was higher than for very remote students (39.3–50.7 per cent) (figure 4.18)
- 78.1–81.3 per cent for Indigenous year 5 students in metropolitan areas, higher than the proportion for provincial students (74.0–78.0 per cent), remote students (52.3–63.9 per cent) and very remote students (26.9–36.3 per cent) (table 4A.17)
- 77.0–80.4 per cent for Indigenous year 7 students in metropolitan areas, higher than the proportion of provincial students (71.9–75.7 per cent), remote students (46.2–61.8 per cent) and very remote students (22.6–34.4 per cent) (table 4A.17)

-
- 65.2–70.6 per cent for Indigenous year 9 students in metropolitan areas, higher than the proportion of provincial students (60.3–64.9 per cent), remote students (36.4–52.4 per cent) and very remote students (17.8–29.8 per cent) (table 4A.17).

State and Territory results are presented for year 3 writing literacy in figure 4.19 (results for years 5, 7 and 9 writing literacy are in table 4A.17). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Data for exemptions, absent/withdrawn and participation by equity groups in writing testing in 2008 are provided in table 4A.18. Participation rates in writing testing for Indigenous students and all students are provided in table 4A.19. National data on achievement of the national minimum standard for writing by socio-economic status are provided in 2010 Report, table 4A.44.

Figure 4.19 Proportion of year 3 students achieving the writing national minimum standard, by Indigenous status and geolocation, 2008^{a, b, c}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate.
^b Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location. ^c There are no very remote areas in Victoria. There are no provincial, remote or very remote areas in the ACT. There is no metropolitan zone in the NT.

Source: MCEETYA (2008) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy; table 4A.17; 2010 Report, figure 4.34, p. 4.61.

Numeracy performance

‘Numeracy performance’ (including mathematical literacy) is an indicator of governments’ objective that all students should attain the skills of numeracy. It is an indicator of students’ achievement in a key learning area of school education (box 4.6).

Box 4.6 Numeracy performance

‘Numeracy performance’ (or mathematical literacy) performance is defined by three measures:

- Percentage of students achieving at or above the national numeracy national minimum standard: The proportion of assessed years 3, 5, 7 and 9 students who achieve at or above the national minimum standard for a given year, reported by sex, Indigenous status, LBOTE, socioeconomic status and geolocation (2010 Report, section 4.2 identifies the profile of special needs groups in each State and Territory). The standard describes the nationally agreed minimum acceptable standard for numeracy performance at years 3, 5, 7 and 9.
 - Up to and including 2007, student performance has been measured by annual State and Territory-based testing programs which were equated through a national process designed to allow comparable reporting against the national numeracy benchmarks. Commencing in 2008, common national tests in literacy and numeracy were held for all students at years 3, 5, 7 and 9. These tests replace the former State and Territory-based assessments and report national minimum standards, representing a break in the time series. This Report includes the outcomes of 2008 common national testing programs only. Results of State and Territory-based testing programs are available in the 2009 Report (and previous issues).
- Percentage of students achieving at or above the proficient standard on the OECD PISA combined mathematical literacy scale in a triennial assessment: The proportion of assessed 15 year old students who achieve at or above the proficient standard (agreed by the MCEETYA to be level 3) on the OECD PISA combined mathematical literacy scale for a given year, reported by sex, Indigenous status, socioeconomic status and geolocation.
- Percentage of students achieving at or above the proficient standard on the TIMSS mathematical literacy scale in a quadrennial assessment: The proportion of assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS mathematical literacy scale for a given year. A national standard has yet to be developed for this measure.

A high or increasing proportion of students achieving the national minimum standard or mathematical literacy proficient standard is desirable.

Data for this indicator are comparable.

Nationally, the proportion of assessed year 3 students who achieved the numeracy national minimum standard in 2008 was 94.8–95.2 per cent. The national proportion of Indigenous students who achieved the year 3 numeracy national minimum standard in 2008 was 76.9–80.3 per cent, compared to 95.8–96.2 per cent for non-Indigenous students (figure 4.20).

Figure 4.20 Proportion of year 3 students achieving the numeracy national minimum standard, by equity group, 2008^{a, b}

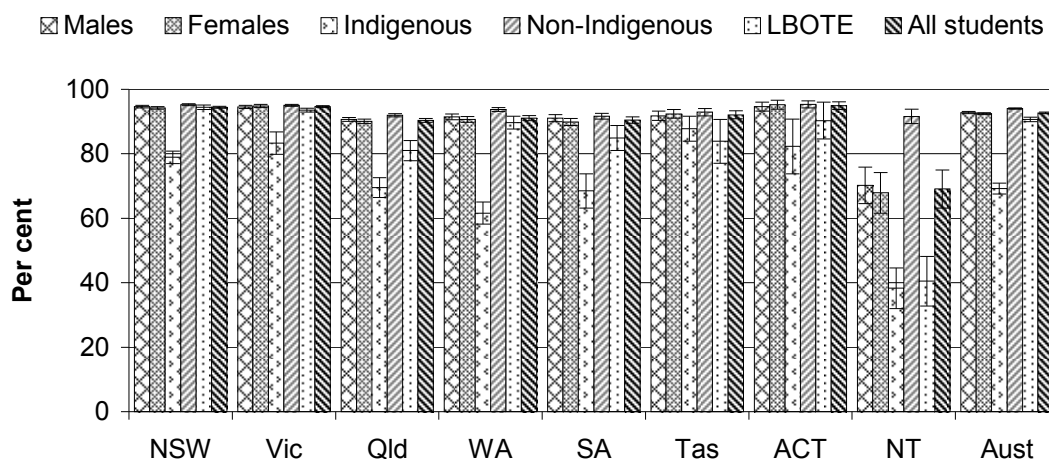


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.20.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.20; 2010 Report, figure 4.35, p. 4.63.

Nationally, the proportion of assessed year 5 students who achieved the numeracy national minimum standard in 2008 was 92.5–92.9 per cent. The national proportion of Indigenous students who achieved the year 5 numeracy national minimum standard in 2008 was 67.5–70.9 per cent, compared to 93.8–94.2 per cent for non-Indigenous students (figure 4.21).

Figure 4.21 Proportion of year 5 students achieving the numeracy national minimum standard, by equity group, 2008^{a, b}

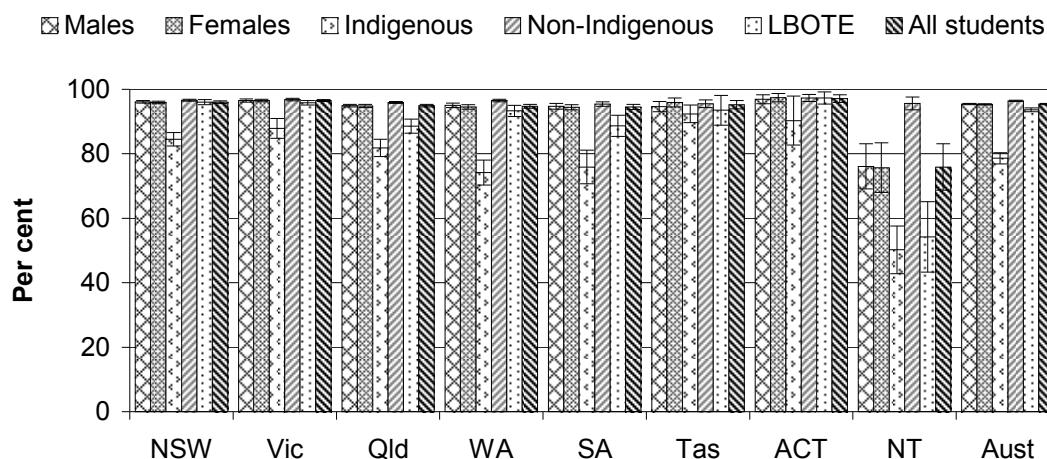


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.21.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.21; 2010 Report, figure 4.36, p. 4.64.

Nationally, the proportion of assessed year 7 students who achieved the numeracy national minimum standard in 2008 was 95.2–95.6 per cent. The proportion of Indigenous students who achieved the year 7 numeracy national minimum standard in 2008 was 76.9–80.3 per cent, compared to 96.2–96.6 per cent for non-Indigenous students (figure 4.22).

Figure 4.22 Proportion of year 7 students achieving the numeracy national minimum standard, by equity group, 2008^{a, b}

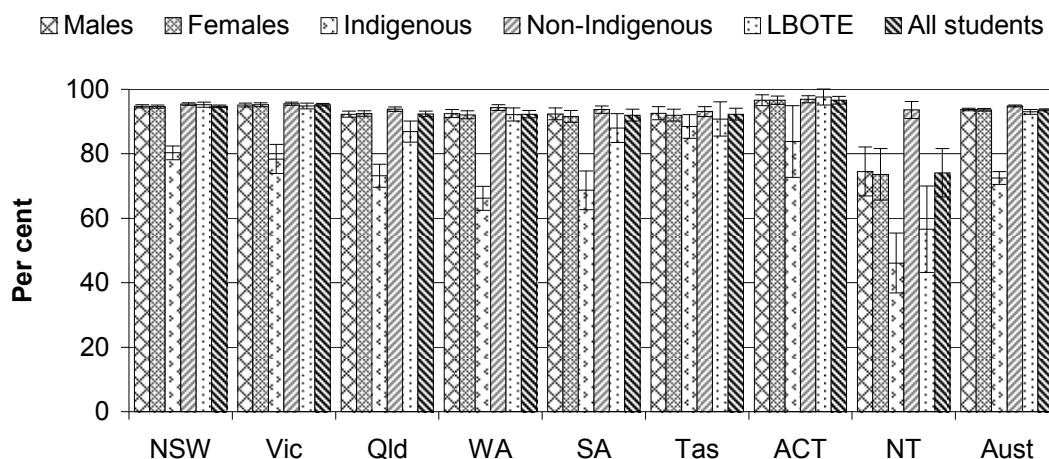


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.22.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.22; 2010 Report, figure 4.37, p. 4.65.

Nationally, the proportion of assessed year 9 students who achieved the numeracy national minimum standard in 2008 was 93.3–93.9 per cent. The proportion of Indigenous students who achieved the year 9 numeracy national minimum standard in 2008 was 70.5–74.5 per cent, compared to 94.5–95.1 per cent for non-Indigenous students (figure 4.23).

Figure 4.23 Proportion of year 9 students achieving the numeracy national minimum standard, by equity group, 2008^{a, b}

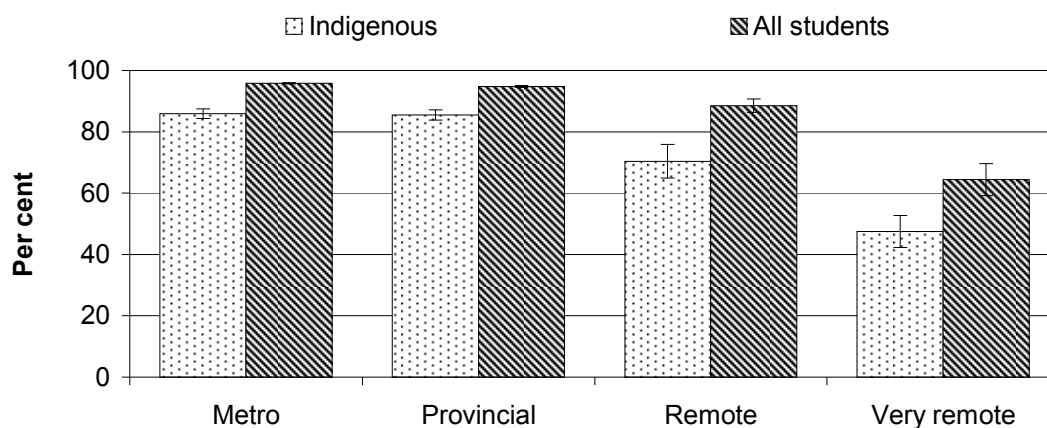


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.23.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.23; 2010 Report, figure 4.38, p. 4.66.

Nationally, the proportion of assessed students who achieved the numeracy national minimum standard by geolocation in 2008 was 95.6–96.0 per cent for all year 3 students in metropolitan areas, higher than the proportion for provincial students (94.5–95.1 per cent), remote students (86.3–90.7 per cent) and very remote students (59.2–69.6 per cent) (figure 4.24).

Figure 4.24 National proportion of year 3 students achieving the numeracy national minimum standard, by Indigenous status and geolocation, 2008^{a, b}



^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for year 3 students are shown and may not be representative of students in years 5, 7 and 9 which are detailed in table 4A.24.

Source: MCEETYA (2008) *2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy*; table 4A.24; 2010 Report, figure 4.39, p. 4.67.

For all categories of remoteness across years 3, 5, 7 and 9, the numeracy outcomes for Indigenous students were lower than those for all students. As with all students, outcomes for Indigenous students declined as remoteness increased — furthermore the gap in learning outcomes between Indigenous students and all students was greater in remote and very remote areas than in metropolitan and provincial areas.

Nationally, the proportion of assessed Indigenous students who achieved the numeracy national minimum standard in 2008 was:

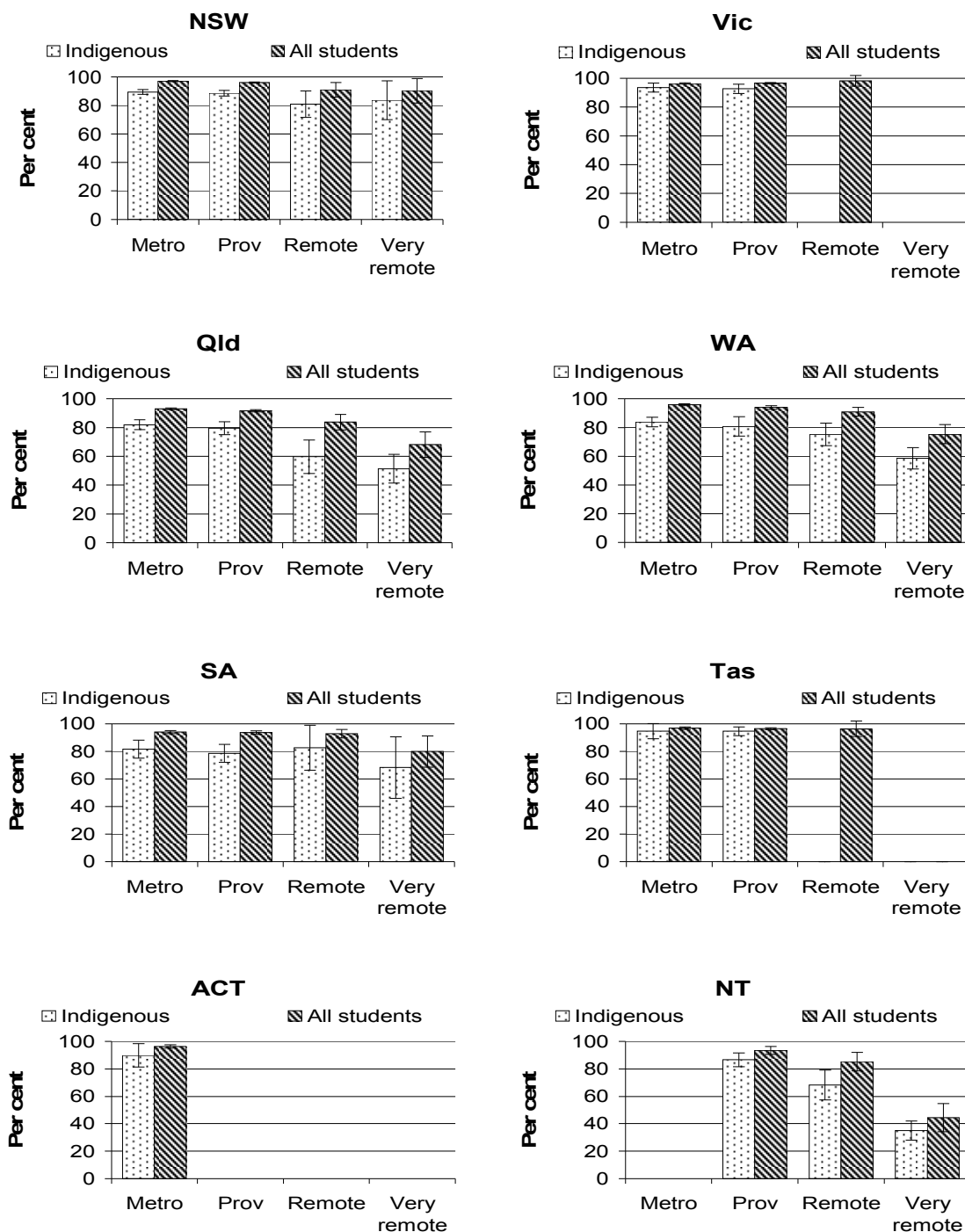
- 84.3–87.5 per cent for Indigenous year 3 students in metropolitan areas, no different to the proportion for provincial students (83.8–87.2 per cent). The proportion for remote students (64.9–75.9 per cent) was higher than for very remote students (42.3–52.7 per cent) (figure 4.24)
- 76.8–80.2 per cent for Indigenous year 5 students in metropolitan areas, no different to the proportion for provincial students (73.6–77.8 per cent). The proportion for remote students (50.5–62.1 per cent) was higher than for very remote students (28.6–37.2 per cent) (table 4A.24)
- 85.6–88.4 per cent for Indigenous year 7 students in metropolitan areas, higher than the proportion of provincial students (82.3–85.5 per cent), remote students (61.1–74.5 per cent) and very remote students (40.8–52.0 per cent) (table 4A.24)

-
- 76.4–81.4 per cent for Indigenous year 9 students in metropolitan areas, no different to the proportion of provincial students (74.0–78.4 per cent). The proportion for remote students (52.3–68.5 per cent) was higher than for very remote students (31.0–45.4 per cent) (table 4A.24).

State and Territory results are presented for year 3 numeracy outcomes in figure 4.25 (results for years 5, 7 and 9 numeracy outcomes are in table 4A.24). Relatively large confidence intervals mean it is difficult to draw conclusions from these data. However, the general pattern in jurisdictions appears similar to the national results.

Data for exemptions, absent/withdrawn and participation by equity groups in numeracy testing in 2008 are provided in table 4A.25. Participation rates in numeracy testing for Indigenous students and all students are provided in table 4A.26. National data on achievement of the national minimum standard for numeracy by socio-economic status are provided in 2010 Report, table 4A.52.

Figure 4.25 Proportion of year 3 students achieving the numeracy national minimum standard, by Indigenous status and geolocation, 2008^{a, b, c}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Geolocation data are based on the MCEETYA Schools Geographic Location Classification and represent school location. ^c There are no very remote areas in Victoria. There are no provincial, remote or very remote areas in the ACT. There is no metropolitan zone in the NT.

Source: MCEETYA (2008) 2008 National Assessment Program — Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy; table 4A.24; 2010 Report, figure 4.40, p. 4.69.

Science literacy performance

‘Science literacy performance’ is an indicator of governments’ objective that all students should attain high standards of knowledge, skill and understanding in agreed key learning areas (box 4.7).

Box 4.7 Science literacy performance

‘Science literacy performance’ is defined by three measures:

- Percentage of students achieving at or above the proficient standard on the scientific literacy scale: This is the proportion of assessed year 6 students who achieve at or above the proficient standard for scientific literacy, reported by sex, Indigenous status, and geolocation for 2003 and 2006 (and for LBOTE and socioeconomic status for 2003). The proficient standard for performance in scientific literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) for year 6 (MCEETYA 2004, 2008). This is a challenging but reasonable level of performance where to be regarded as having reached the proficient standard, students need to demonstrate more than the minimal or elementary skills expected of a student at that year level (MCEETYA Performance Measurement and Reporting Taskforce [PMRT] unpublished).
- Percentage of students achieving at or above the proficient standard on the OECD PISA combined scientific literacy scale in a triennial international assessment: This is the proportion of assessed 15 year old students who achieve at or above the proficient standard on the OECD PISA combined scientific literacy scale for a given year, reported by sex, Indigenous status, socioeconomic status and geolocation. A national standard of level 3 has been agreed for this measure.
- Percentage of students achieving at or above the proficient standard on the TIMSS science literacy scale in a quadrennial assessment: This is the proportion of assessed year 4 and year 8 students who achieve at or above the proficient standard on the TIMSS science literacy scale for a given year. A national standard has yet to be developed for this measure.

A high or increasing proportion of students achieving at or above the scientific literacy national minimum standard/proficient standard is desirable.

Data for this indicator are comparable.

The National Assessment Program — Science Literacy, Year 6 assessment measures the scientific literacy of a sample of students and is conducted triennially. It was first conducted in 2003, and for a second time in 2006. Results from the 2003 national science literacy sample assessment were discussed in detail in the 2006 Report (SCRGSP 2006, pages 3.59–62), with available rescaled data (based on the 2006 sample) presented in tables 4A.53–55 in the 2010 Report. Results from the 2006 national science literacy sample assessment are reported below.

Year 6 scientific literacy 2006 results are reported as the proportion of Australian students from the sampled students (year 6 enrolled in participating schools) who achieved at the proficient standard or above. Nationally, 52.2–56.4 per cent of participating year 6 students achieved at the proficient standard or above in scientific literacy (2010 Report, figure 4.41) (down from 58.4–60.4 per cent in 2003). The national proportion of Indigenous students who achieved at the proficient standard or above in scientific literacy was 15.5–35.5 per cent (table 4A.27).

Scientific literacy was a domain tested in the PISA 2006 survey. In PISA 2006 the proportion of 15 year old students who achieved at level 3 or above in scientific literacy was 28.7–39.9 per cent for Indigenous students, compared to 66.2–69.8 per cent for non-Indigenous students and 65.3–68.7 per cent for all Australian students (table 4A.35).

Civics and citizenship performance

Civics and citizenship performance is an indicator of governments' objective that all students be active and informed citizens with an understanding and appreciation of Australia's system of government and civic life (box 4.8).

Box 4.8 Civics and citizenship performance

Civics and citizenship performance is defined as the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in civic knowledge and understanding, reported by sex, Indigenous status, LBOTE status and geolocation (national data only for subgroups).

The proficient standard for civics and citizenship performance is set at proficiency level 2 for year 6, and at level 3 for year 10, (of levels 1 to 5). Proficiency standards represent points on the proficiency scale that represent a 'challenging but reasonable' expectation for typical Year 6 and 10 students to have reached by the end of each of those years of study. Thus the students need to demonstrate more than minimal or elementary skills to be regarded as having reached the standard appropriate to their year level. A proficient standard is not the same as a minimum benchmark standard because the latter refers to the basic level needed to function at that year level whereas the former refers to what is expected of a student at that year level (MCEETYA 2009). The two Year 6 and Year 10 Civics and Citizenship Proficient Standards were set in 2004. Student performance is measured (or assessed) by a national sample assessment program resulting in comparable reporting against the standard.

Holding other factors equal, a high proportion of students achieving at or above the applicable proficient standard in civics and citizenship performance is desirable.

This indicator is affected by socioeconomic circumstances, age, length of time spent in schooling, and LBOTE and Indigenous status.

Data for this indicator are comparable.

The National Years 6 and 10 Civics and Citizenship Assessment measures civics and citizenship performance and was conducted for the first time in 2004, and is conducted triennially. The 2007 sample was drawn from all states and territories and both government and non government schools participated. In 2007, 7059 year 6 students from 349 government and non-government schools and 5506 year 10 students from 269 government and non-government schools participated in the national civics and citizenship assessment (MCEETYA 2009).

The national proportion of year 6 students who achieved at the proficient standard or above in civics and citizenship performance in 2007 was 12.4–40.0 per cent for Indigenous students, lower than the proportion for non-Indigenous students (50.6–56.8 per cent) and 50.6–56.2 per cent for all students (table 4A.28).

The national proportion of year 10 students who achieved at the proficient standard or above in civics and citizenship performance in 2007 was 10.4–26.6 per cent for Indigenous students, lower than the proportion for non-Indigenous students (39.7–44.9 per cent) and 39.8–44.1 per cent for all students (table 4A.28).

Completion

‘Completion’ is an indicator of governments’ objectives that all students have access to high quality education and training to year 12 or equivalent, that provides clear and recognised pathways to further education, training and employment (box 4.9).

Box 4.9 Completion

Completion’ (completion rate) is defined by two measures:

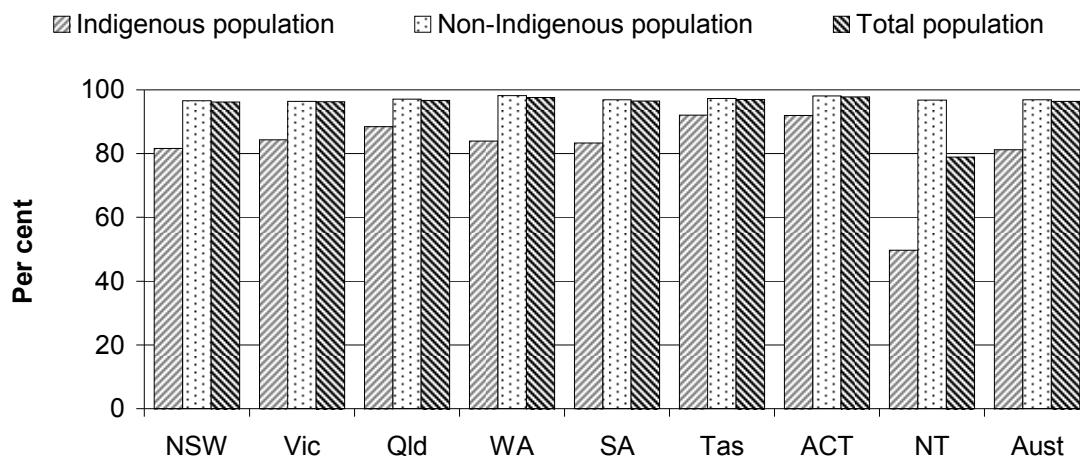
- the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the estimated potential year 12 population. The estimated potential year 12 population is an estimate of a single year age group which could have attended year 12 that year, calculated as the estimated resident population aged 15–19 divided by five. The completion rate is reported by socioeconomic status, geolocation and sex.
 - The criteria for obtaining a year 12 or equivalent certificate vary across jurisdictions. The aggregation of all postcode locations into three socioeconomic status categories — high, medium and low deciles — means there may be significant variation within the categories. Low deciles, for example, will include locations ranging from those of extreme disadvantage to those of moderate disadvantage.
 - Data for this measure are not directly comparable.
- the number of people aged 17–19 years who have completed year 10 or above, divided by the total population aged 17–19 years. Data are reported for all students, Indigenous students and non-Indigenous students.
 - Data for this measure are comparable.

Holding other factors constant, a higher or increasing completion rate suggests an improvement in educational outcomes.

Year 10 or above completion rate

The proportion of the 17–19 year old population who had completed year 10 or above in 2006 was 96.4 per cent nationally. Completion rates for the non-Indigenous population were higher than the Indigenous population nationally (96.9 per cent and 81.2 per cent respectively) and across all jurisdictions (figure 4.26). These rates varied across jurisdictions.

Figure 4.26 **Proportion of 17–19 year old population having completed year 10 or above, by Indigenous status, 2006^{a, b, c, d, e}**



^a Australia includes 'Other Territories' ^b Persons aged 17–19 years who have identified as having attained year 10 or above (includes Certificate I/II nfd, but excludes Certificate I, Certificate nfd and persons whose level of non-school qualification could not be determined). Ungraded students are excluded. ^c Total population of all persons aged 17–19 years, excluding persons whose highest year of school completed was not stated. ^d 'Total population' includes those for whom Indigenous status is unknown. ^e The school commencing age varies across jurisdictions, and may impact on the proportions presented in this table. For more detail, see section 4.1 of the School education chapter.

Source: ABS (unpublished) 2006 Census of Population and Housing; table 4A.45; 2010 Report, figure 4.47, p. 4.83.

Year 10 completion data for the 15–19 year old population are in table 4A.45.

The Early childhood, education and training (ECET) preface includes data relating to the proportion of the 19 year old and the 20–24 year old Indigenous population having attained at least a year 12 or equivalent or AQF Certificate II (2010 Report, tables BA.20–22).

Future directions in performance reporting

Nationally comparable reporting of learning outcomes

The National Summary Report of results from the 2009 NAPLAN was released on 11 September 2009 (MCEECDYA 2009). Results from a second report with more detailed information (including disaggregation by Indigenous status and geolocation) will be included in the 2011 Report.

Nationally consistent definitions

Nationally consistent definitions of student background characteristics have been adopted for nationally comparable reporting on students' educational achievement and outcomes. Ministers have endorsed standard definitions of sex, Indigenous status, socioeconomic background, language background and geographic location.

Attachment tables

Attachment tables for data within this chapter are contained in the attachment to the Compendium. These tables are identified in references throughout this chapter by an 'A' suffix (for example, table 4A.3 is table 3 in the school education attachment). Attachment tables are on the Review website (www.pc.gov.au/gsp). Users without access to the website can contact the Secretariat to obtain the attachment tables (see contact details on the inside front cover of the Compendium). The tables included in the attachment are listed below.

Table 4A.1	Australian Government specific purpose payments for schools, 2007-08
Table 4A.2	Indigenous full time students, 2008
Table 4A.3	Student body mix, government schools (per cent)
Table 4A.4	Student body mix, non-government schools (per cent)
Table 4A.5	Student body mix, all schools (per cent)
Table 4A.6	Proportion of year 3 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
Table 4A.7	Proportion of year 5 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
Table 4A.8	Proportion of year 7 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
Table 4A.9	Proportion of year 9 students who achieved at or above the national minimum standard for reading, 2008 (per cent)
Table 4A.10	Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for reading, by Indigenous status and geolocation, 2008 (per cent)
Table 4A.11	Exemptions, absences and participation by equity group in reading testing, 2008 (per cent)
Table 4A.12	Participation rate in reading assessment, 2008, by Indigenous status (per cent)
Table 4A.13	Proportion of year 3 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
Table 4A.14	Proportion of year 5 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
Table 4A.15	Proportion of year 7 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
Table 4A.16	Proportion of year 9 students who achieved at or above the national minimum standard for writing, 2008 (per cent)
Table 4A.17	Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for writing, by Indigenous status and geolocation, 2008 (per cent)
Table 4A.18	Exemptions, absences and assessment by equity group in writing testing, 2008 (per cent)

Table 4A.19	Participation rates in writing assessment, 2008, by Indigenous status (per cent)
Table 4A.20	Proportion of year 3 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
Table 4A.21	Proportion of year 5 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
Table 4A.22	Proportion of year 7 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
Table 4A.23	Proportion of year 9 students who achieved at or above the national minimum standard for numeracy, 2008 (per cent)
Table 4A.24	Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for numeracy, by Indigenous status and geolocation, 2008 (per cent)
Table 4A.25	Exemptions, absences and assessment by equity group in numeracy testing, 2008 (per cent)
Table 4A.26	Participation rate in numeracy assessment, 2008, by Indigenous status (per cent)
Table 4A.27	Proportion of year 6 students achieving at or above the proficient standard in science literacy, by equity group (per cent)
Table 4A.28	Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance, by equity group, Australia (per cent)
Table 4A.29	Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance, by equity group, Australia, 2005 (per cent)
Table 4A.30	Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale, by equity group (per cent)
Table 4A.31	Proportion of 15 year old secondary students achieving at or above level 3 of the overall reading literacy scale, by Indigenous status and SES, 2006 (per cent)
Table 4A.32	Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale, by equity group (per cent)
Table 4A.33	Proportion of 15 year old secondary students achieving at or above level 3 of the overall mathematics literacy scale, by Indigenous status and SES, 2006 (per cent)
Table 4A.34	Proportion of 15 year old students achieving at or above the OECD mean for scientific literacy, by equity group (per cent)
Table 4A.35	Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale, by equity group, 2006 (per cent)
Table 4A.36	Proportion of 15 year old secondary students achieving at or above level 3 of the overall science literacy scale, by Indigenous status and SES, 2006 (per cent)
Table 4A.37	Proportion of 15 year old students achieving at or above the OECD mean for problem solving, by equity group, 2003 (per cent)
Table 4A.38	Proportion of children aged 6–15 years enrolled in school, by Indigenous status
Table 4A.39	Proportion of children aged 6–16 years, enrolled in school years 1–10, by Indigenous status
Table 4A.40	Apparent retention rates of full time secondary students to years 10, 11 and 12, 2008 (per cent)

Table 4A.41	Apparent retention rates of secondary students from years 10–12, 2008 (per cent)
Table 4A.42	Apparent retention rates of full time secondary students, government schools (per cent)
Table 4A.43	Apparent retention rates of full time secondary students, non-government schools (per cent)
Table 4A.44	Apparent retention rates of full time secondary students, all schools (per cent)
Table 4A.45	Proportion of 17-19 year old and 15-19 year old population having completed year 10 or above, by Indigenous status, 2006
Table 4A.46	Student attendance rates, government schools, by Indigenous status, 2008 (per cent)
Table 4A.47	Student attendance rates, independent schools, by Indigenous status, 2008 (per cent)
Table 4A.48	Student attendance rates, Catholic schools, by Indigenous status, 2008 (per cent)

References

- MCEECDYA (Ministerial Council on Education, Early Childhood Development and Youth Affairs) 2009, *2009 NAPLAN Summary Report, Achievement in Reading, Writing, Language Conventions and Numeracy*, Melbourne.
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