
4 School education

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '4A' prefix (for example, table 4A.1). 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).

Data in this chapter mostly relate to the 2012 calendar year and the 2011-12 financial year.

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.

Major improvements in reporting on school education this year include further developments in the 'learning outcomes' indicator:

- reporting outcomes of the year 6 Science literacy National Assessment Program (NAP) in 2012
- reporting outcomes of the 2012 Programme for International Student Assessment (PISA) for reading literacy, mathematical literacy and scientific literacy performance. In PISA 2012, mathematical literacy was the major assessment domain
- reporting outcomes of the year 4 2011 Progress in International Reading Literacy Study (PIRLS), for reading performance
- expansion of time series data from five to ten years for aggregate expenditure and expenditure per full time equivalent student in the attachment tables.

4.1 Profile of school education

Service overview

Schools are the institutions within which organised school education takes place. They are differentiated by the type and level of education they provide, their ownership and management, and the characteristics of their student body. The formal statistical definition of schools used for this chapter is:

an establishment which satisfies all of the following criteria:

- its major activity is the provision of full time day primary or secondary education or the provision of primary or secondary distance education
- it is headed by a principal (or equivalent) responsible for its internal operation

-
- it is possible for students to enrol for a minimum of four continuous weeks, excluding breaks for school vacations (ABS 2013).

Student performance 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 socio-economic status and parents' educational attainment and support for the child) and the proximity of the school to other educational facilities. It is beyond the scope of this Report to consider the effect of all such factors, but this section provides some context for the performance information presented later in the chapter. Further contextual information about population and household characteristics in each State and Territory is provided in chapter 2 'Statistical context'.

Roles and responsibilities

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

The major element of Australian Government funding is provided through the National Schools Specific Purpose Payment (SPP), which is associated with the National Education Agreement (NEA) under the Intergovernmental Agreement (IGA) on Federal Financial Relations. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*. Both the NEA and the *Schools Assistance Act 2008* came into effect on 1 January 2009. The Australian Government also provides supplementary funding for government schools and non-government schools through National Partnerships associated with the NEA. Other Australian Government payments of a smaller scale are made directly to school communities, students and other organisations to support schooling.

The Standing Council for School Education and Early Childhood (SCSEEC)¹ — comprising Australian, State and Territory, and New Zealand education ministers

¹ Following agreement by the Council of Australian Governments (COAG), the Standing Council for School Education and Early Childhood (SCSEEC) replaced the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) in January 2012.

— is the principal forum for developing national priorities and strategies for schooling.

Funding

Australian, State and Territory government recurrent expenditure on school education was \$47.1 billion in 2011-12 (table 4.1). Expenditure on government schools was \$36.5 billion, or 77.6 per cent of total government recurrent expenditure on school education. Government schools account for most of the expenditure by State and Territory governments. These governments also contribute to the funding of non-government schools and provide services used by both government and non-government schools.

Nationally, State and Territory governments provided 87.5 per cent of total government recurrent expenditure on government schools in 2011-12, and the Australian Government provided 12.5 per cent. In contrast, government expenditure on non-government schools in that year was mainly provided by the Australian Government (73.4 per cent), with State and Territory governments providing 26.6 per cent (table 4.1).

More information on funding and expenditure can be found in tables 4A.7–9.

Table 4.1 Government recurrent expenditure on school education, 2011-12 (\$ million)^{a, b, c, d}

	<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									
Australian Government	1 516	1 028	917	452	347	131	64	124	4 579
State and Territory governments	10 223	6 477	6 787	4 068	2 366	794	666	573	31 954
Total	11 739	7 504	7 704	4 520	2 713	925	731	697	36 533
Non-government schools									
Australian Government	2 384	1 997	1 568	787	626	159	146	85	7 751
State and Territory governments	899	580	600	418	165	54	48	51	2 814
Total	3 283	2 577	2 168	1 204	790	214	193	135	10 565
All schools									
Australian Government	3 900	3 024	2 485	1 239	972	291	210	209	12 330
State and Territory governments	11 123	7 057	7 387	4 486	2 531	848	714	624	34 768
Total	15 022	10 081	9 872	5 724	3 503	1 139	924	832	47 098

^a See notes to table 4A.7 for definitions and other data caveats. Data presented here include notional user cost of capital (UCC) and exclude capital grants. ^b Based on accrual accounting. ^c Totals may not add due to rounding. ^d Depreciation and user cost of capital expenses relating to government schools have been attributed to states/territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with states and territories responsible for maintenance costs. Australian Government expenditure data in this table include only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.

Source: SCSEEC (unpublished) *National Schools Statistics Collection* (NSSC); Australian Government Department of Education (unpublished); Australian, State and Territory governments (unpublished); table 4A.7.

This chapter also reports on government funding of non-government schools. Caution should be taken when comparing data on the relative efficiency of government and non-government schools, because governments provide only part of the funding for non-government schools. Governments provided 57.3 per cent of non-government school funding in 2012, with the remaining 42.7 per cent sourced from private fees and fundraising (Australian Government Department of Education unpublished). Section 4.3 contains additional information on government expenditure per student. In 2011-12, State and Territory governments' capital expenditure in government schools was \$2.7 billion (SCSEEC unpublished). This includes funding from the Australian Government and State and Territory governments.

Size and scope

Descriptive information on the numbers of students, staff and schools can be found in tables 4A.1–6.

Structure

The structure of school education varies across states and territories. These differences can influence the comparability and interpretation of data presented under common classifications. Formal schooling consists of six to eight years of primary school education followed by five to six years of secondary school education, depending on the State or Territory (figure 4.1). All states and territories divide school education into compulsory and non-compulsory components based primarily on age. Schooling is generally full time, although an increasing proportion of part time study occurs in more senior years.

In 2012, the age at which a child's attendance in school education became compulsory was 5 years of age in Tasmania and 6 years of age in all other states and territories (ABS 2013).

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) (figure 4.1). Generally, minimum starting ages restrict enrolment to children aged between four and a half and five years at the beginning of the pre-year 1 commencement year (ABS 2013).

As part of the Compact with Young Australians, COAG implemented a National Youth Participation Requirement (NYPR) (which commenced on 1 January 2010). The NYPR includes:

- a mandatory requirement for all young people to participate in schooling (in school or an approved equivalent) until they complete Year 10
- a mandatory requirement for all young people who have completed Year 10 to participate full time in education, training or employment, or a combination of these activities, until 17 years of age (COAG 2009).

For the purpose of the NYPR, education or training will be considered full time if the provider considers the course to be full time or if it includes 25 hours per week of formal course requirements.

Some exemptions from the NYPR continue in line with existing State and Territory practice.

Figure 4.1 Structure of primary and secondary schooling, 2012^{a, b}

Level	NSW, Vic, Tas, ACT ^c , NT	Qld, WA, SA
Year 12	SECONDARY	SECONDARY
Year 11		
Year 10		
Year 9		
Year 8		
Year 7		
Year 6	PRIMARY	PRIMARY
Year 5		
Year 4		
Year 3		
Year 2		
Year 1		
Pre-year 1	Kindergarten (NSW, ACT) Preparatory (Vic, Tas) Transition (NT)	Preparatory (Qld) Pre- primary (WA) Reception (SA) ^d

^a Figure 4.1 refers to the structure utilised in *Schools Australia 2012* (ABS 2013), which is the source for a range of schools, students, participation and retention data in this chapter. ^b Figure 4.1 does not include pre-school programs, otherwise known as Pre-pre-year 1, or Year 1 minus 2, some of which are an integral part of school programs, and some of which are offered by a range of providers in some jurisdictions. Table 3.1 in the Early childhood education and care chapter describes the entry points for the range of part and full time preschool services across states and territories. Box B.3 in the Child care, education and training sector overview describes the structure of education and training more generally. ^c Most ACT students transition to a senior college for years 11 and 12. ^d In SA, children generally start school at the beginning of the school term following their fifth birthday.

Source: Adapted from ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0.

Schools

At the beginning of August 2012, there were 9427 schools in Australia (6290 primary schools, 1392 secondary schools, 1321 combined schools and 424 special schools). The majority of schools were government owned and managed (71.0 per cent) (table 4.2). 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, 62.5 per cent of all secondary schools enrolled over 600 students (table 4A.26). A breakdown of primary and secondary schools by size for government, non-government and all schools is reported in tables 4A.24–26 respectively.

Table 4.2 Summary of school characteristics, August 2012

	<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>
Government schools										
Primary	no.	1 623	1 136	921	513	393	128	53	60	4 827
Secondary	no.	370	244	180	96	68	38	18	15	1 029
Combined ^a	no.	66	79	92	90	76	26	9	73	511
Special schools ^b	no.	110	76	46	66	18	5	4	5	330
Total	no.	2 169	1 535	1 239	765	555	197	84	153	6 697
Non-government schools (no.)										
Primary	no.	490	425	232	149	103	28	25	11	1 463
Secondary	no.	145	98	73	9	19	5	5	9	363
Combined ^a	no.	237	156	154	132	70	31	13	17	810
Special schools ^b	no.	41	19	17	11	3	1	1	1	94
Total	no.	913	698	476	301	195	65	44	38	2 730
All schools (no.)										
Primary	no.	2 113	1 561	1 153	662	496	156	78	71	6 290
Secondary	no.	515	342	253	105	87	43	23	24	1 392
Combined ^a	no.	303	235	246	222	146	57	22	90	1 321
Special schools ^b	no.	151	95	63	77	21	6	5	6	424
Total	no.	3 082	2 233	1 715	1 066	750	262	128	191	9 427
Proportion of schools that are government schools (%)										
Primary	%	76.8	72.8	79.9	77.5	79.2	82.1	67.9	84.5	76.7
Secondary	%	71.8	71.3	71.1	91.4	78.2	88.4	78.3	62.5	73.9
Combined ^a	%	21.8	33.6	37.4	40.5	52.1	45.6	40.9	81.1	38.7
Special schools ^b	%	72.8	80.0	73.0	85.7	85.7	83.3	80.0	83.3	77.8
All schools	%	70.4	68.7	72.2	71.8	74.0	75.2	65.6	80.1	71.0
Proportion of schools that are primary schools (%)										
Government	%	74.8	74.0	74.3	67.1	70.8	65.0	63.1	39.2	72.1
Non-government	%	53.7	60.9	48.7	49.5	52.8	43.1	56.8	28.9	53.6
All schools	%	68.6	69.9	67.2	62.1	66.1	59.5	60.9	37.2	66.7

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

Source: ABS (2013 and unpublished) *Schools Australia 2012*, Cat. no. 4221.0; tables 4A.1–3.

Student body

There were 3.6 million full time equivalent (FTE) student enrolments in primary and secondary schools in August 2012 (see section 4.6 for a definition of FTE student). Nationally, 48.9 per cent of FTE students in all schools were female (table 4.3).

A higher proportion of FTE students was enrolled in primary schools (58.1 per cent) than in secondary schools (41.9 per cent) (table 4.3). Differences in schooling

structures influence enrolment patterns. Primary school education in Queensland, WA and SA, for example, includes year 7, whereas all other jurisdictions include year 7 in secondary school (figure 4.1). The proportion of students enrolled in primary school education can be expected to be higher in jurisdictions that include year 7 in primary school (table 4.3).

Nationally, the proportion of FTE students enrolled in government schools was 65.1 per cent. A higher proportion of FTE students was enrolled in government schools at primary level (68.9 per cent) than at secondary level (60.0 per cent) (table 4.3).

Table 4.3 FTE student enrolments, August 2012^{a, b}

	<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>
Total FTE student enrolments at level of education										
Primary schools	('000)	635.2	478.0	463.5	243.1	158.6	43.4	33.1	24.1	2 079.0
Secondary schools	('000)	503.8	390.3	287.0	131.8	101.9	38.0	29.1	15.9	1 497.8
All schools	('000)	1 139.0	868.3	750.5	375.0	260.5	81.4	62.2	40.0	3 576.8
Proportion of FTE students who were enrolled in government schools										
Primary schools	%	69.4	67.4	70.0	69.7	66.2	73.4	60.4	78.1	68.9
Secondary schools	%	61.1	57.5	61.4	57.7	60.4	68.0	53.8	67.1	60.0
All schools	%	65.7	62.9	66.7	65.5	63.9	70.9	57.3	73.7	65.1
Proportion of FTE students who were female (all schools)										
Primary schools	%	48.5	48.7	48.4	48.8	48.7	48.4	48.8	49.1	48.6
Secondary schools	%	49.4	49.4	49.6	48.9	49.7	49.6	49.3	48.4	49.4
All schools	%	48.9	49.0	48.8	48.8	49.1	49.0	49.0	48.9	48.9
Proportion of FTE students who were enrolled in primary education, by sector										
Government schools	%	58.9	58.9	64.8	69.0	63.0	55.2	56.1	63.8	61.5
Non-government schools	%	49.8	48.5	55.7	56.9	57.1	48.7	49.4	50.2	51.9
All schools	%	55.8	55.1	61.8	64.8	60.9	53.3	53.2	60.2	58.1

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

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; tables 4A.1–4.

Total full time student enrolments in schools in Australia were relatively stable from 2008 to 2012, increasing by 1.0 per cent each year (table 4A.28). Full time school students represented 15.6 per cent of the Australian population in 2012 (table 4A.5).

The proportion of full time students enrolled in non-government schools increased between 2008 and 2012 in all states and territories. Full time non-government school enrolments increased by 1.6 per cent per year, while full time government school enrolments increased by an average of 0.6 per cent per year (table 4A.28).

The expansion of full time enrolments in non-government schools was from a lower base than that for government schools. In absolute terms, the number of full time students in government schools increased from 2 264 554 in 2008 to 2 321 217 in 2012. The number of full time students in non-government schools increased from 1 169 736 in 2008 to 1 245 848 in 2012 (table 4A.27).

Part time students form a significant proportion of secondary school enrolments in some jurisdictions (table 4.4). Part time courses are available to secondary students, including mature age students attending colleges and those studying years 11 or 12 or short courses (lasting five to 22 weeks). The proportion of secondary school students who were enrolled part time in 2012 varied considerably across jurisdictions, partly because jurisdictions' education authorities have different policy and organisational arrangements for part time study, as well as different definitions of what constitutes part time study. The number of part time courses available also varied considerably across jurisdictions.

Table 4.4 Part time secondary school students in government schools

		<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>
Part time secondary school students in government schools ^a										
2008	no.	2 045	2 324	2 843	1 747	6 226	1 503	–	338	17 026
2009	no.	1 857	2 839	2 926	952	6 330	1 955	6	211	17 076
2010	no.	1 956	2 701	3 155	2 089	6 135	2 143	6	42	18 227
2011	no.	1 915	2 252	3 385	2 000	4 059	2 463	46	228	16 348
2012	no.	2 288	2 382	3 901	1 871	2 804	2 344	47	207	15 844
Proportion of secondary school students in government schools who were part time students ^b										
2008	%	0.7	1.0	1.6	2.1	9.8	5.7	–	3.1	1.9
2009	%	0.6	1.2	1.7	1.2	9.7	7.4	–	2.0	1.9
2010	%	0.6	1.2	1.8	2.8	9.3	7.9	–	0.4	2.0
2011	%	0.6	1.0	1.9	2.6	6.3	9.1	0.3	2.1	1.8
2012	%	0.7	1.1	2.2	2.4	4.4	8.7	0.3	1.9	1.7

^a Number of part time secondary students. ^b Number of part time secondary students divided by number of full time and part time secondary students. – Nil or rounded to zero.

Source: ABS (2013 and unpublished) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.1.

Special needs groups

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

- Indigenous students
- students from language backgrounds other than English (LBOTE)
- students with disability

- geographically remote students
- students from families of low socio-economic status.

Government schools provide education for a high proportion of students from special needs groups. In 2012, 84.7 per cent of Indigenous students and 76.6 per cent of students with disability, attended government schools (tables 4A.29 and 4A.31). Further information on student body mix in government, non-government and all schools is in tables 4A.32–34.

Indigenous students

The number and proportion of full time students who are Indigenous varies greatly across jurisdictions (table 4.5). In all jurisdictions, the proportion of full time Indigenous students was much higher in government schools than in non-government schools. Nationally, the proportion of full time students who were Indigenous was 6.4 per cent in government schools and 2.1 per cent in non-government schools in 2012 (table 4.5).

Table 4.5 Indigenous full time students, 2012

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

^a 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. ^b Totals may not add as a result of rounding.

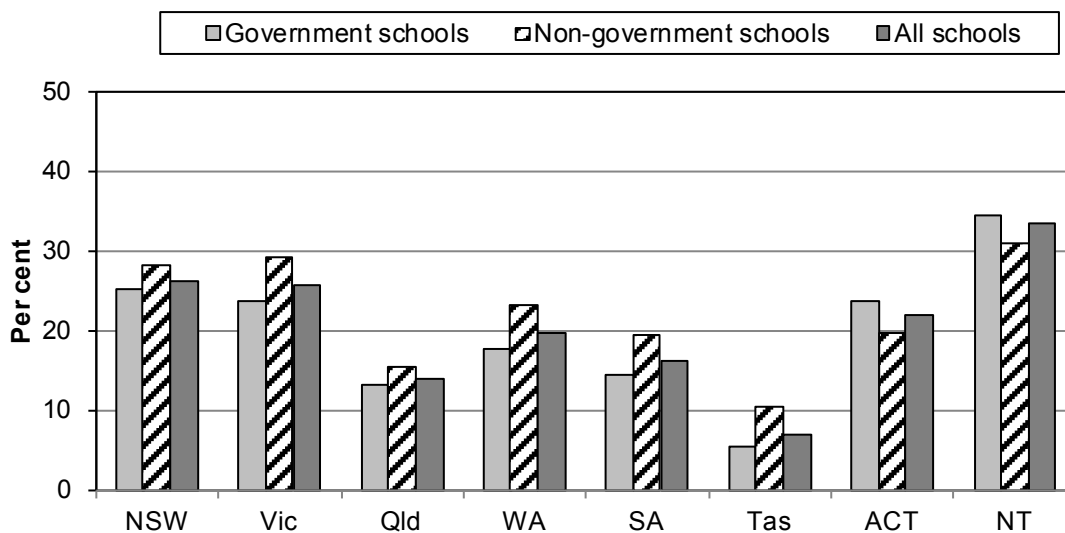
Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.29.

Students from language backgrounds other than English

The proportion of LBOTE students is based on data from the Australian Bureau of Statistics (ABS) 2011 Census of Population and Housing (Australian Government Department of Education, unpublished). Students are counted as having a LBOTE if their home language is not English or if they (or at least one parent) were born in a non-English speaking country.

The proportion of students with a LBOTE in government and non-government schools varied across jurisdictions in 2011 (figure 4.2).

Figure 4.2 **Students from a language background other than English as a proportion of all students, 2011^{a, b}**



^a Numbers of LBOTE students are sourced from the 2011 Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection. ^b See table 4A.30 for details of LBOTE definitions.

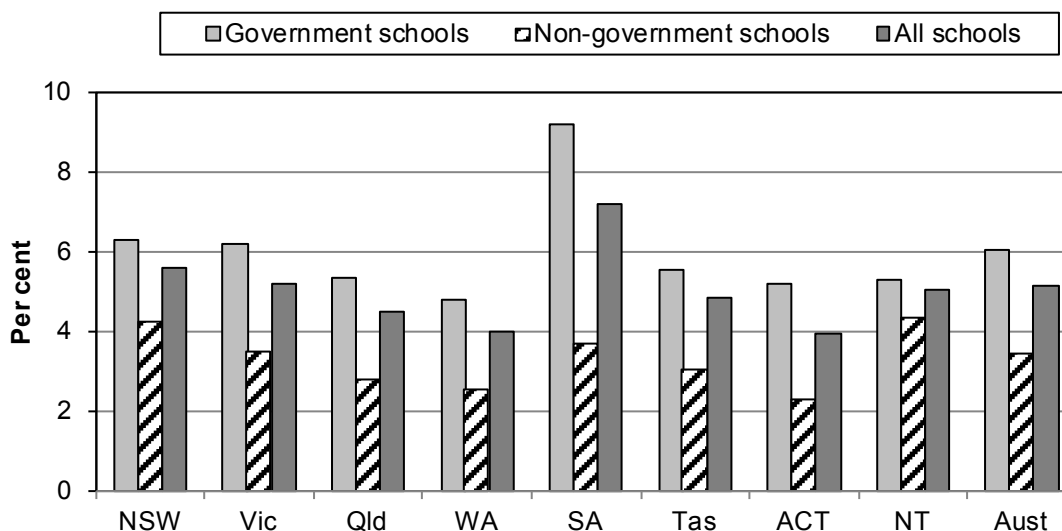
Source: Australian Government Department of Education (unpublished) based on the ABS 2011 Census of Population and Housing; ABS (2012) *Schools Australia 2011*, Cat. no. 4221.0; table 4A.30.

Students with disability

Students with disability are educated in both mainstream and 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 vary across jurisdictions.

Nationally in 2012, the proportion of students with disability for all schools was 5.1 per cent and almost twice as high in government schools (6.1 per cent), than in non-government schools (3.4 per cent) (figure 4.3). Information regarding attainment and participation for students with disability, based on the ABS 2009 Survey of Education and Training and the 2011 Census of Population and Housing, are included in the attachment to the Services for people with disability chapter of this Report (tables 14A.140–143).

Figure 4.3 **Funded students with disability as a proportion of all students, 2012^{a, b, c}**



^a The ABS total student data refer to the number of full time students (not FTE students). ^b To be an eligible student with disability, 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 sub-set of students is not counted by other states and territories under funded students with disability, as these jurisdictions fund these students with other specific programs. ^c Excludes Full Fee Paying Overseas students and students on Christmas and Cocos Islands from both the government and non-government sectors.

Source: Australian Government Department of Education (unpublished); ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.31.

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 former MCEETYA (now replaced by SCSEEC) agreed classification² (see section 4.6 for a definition of the geographic classification used). The proportion of students enrolled in schools in remote areas varies greatly across jurisdictions (table 4.6).

Nationally in 2012, the proportion of students enrolled in schools in remote areas was 1.4 per cent, and more than twice as high in government schools (1.7 per cent)

² To investigate the possibility that these data may understate the proportion of students in remote areas as a result of relying on school location rather than students' home location, the 2001 MCEETYA data were compared with data derived from the 2001 Census. The two data sets were found to be similar, except that Tasmania had about one third more remote area students in the Census data. This result may be indicative for the data in this Report.

than in non-government schools (0.8 per cent). Nationally, the proportion of students enrolled in schools in very remote areas was 0.9 per cent, and over three times as high in government schools (1.0 per cent), than in non-government schools (0.3 per cent) (table 4.6).

Table 4A.35 includes data relating to students enrolled in primary and secondary schools located in metropolitan and provincial zones, as well as in remote and very remote areas.

Table 4.6 Students enrolled in schools in remote and very remote areas as a proportion of all students, 2012 (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>
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
All schools	0.4	0.1	1.6	4.3	2.8	0.7	..	20.0	1.4
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
All schools	0.1	..	1.0	2.4	0.8	0.3	..	24.7	0.9

^a Proportions are based on school sector (for example, students in government schools in remote areas as a proportion of all government school students). ^b Victoria has no very remote areas. The ACT has no remote or very remote areas. .. Not applicable. – Nil or rounded to zero.

Source: Australian Government Department of Education (unpublished); table 4A.35.

Students from families of low socio-economic status

A range of measures by socio-economic status, such as learning outcomes by parental occupation and parental education, are included in this Report. Approximately 1700 schools in Australia (over 17 per cent of all schools) have been identified to participate in the Smarter Schools National Partnership for Low Socio-economic Status School Communities. These disadvantaged schools were identified using the ABS Index of Relative Socio-economic Disadvantage (IRSD), based on student address or school location. Further measures of socio-economic status are being developed.

4.2 Framework of performance indicators

This chapter provides performance information on the equity, effectiveness and efficiency of government expenditure on all schools in Australia.

Governments own and operate government schools, and have a direct interest in the equity, efficiency and effectiveness of their operation. In addition, governments are committed to providing access to education for all students and contribute to the funding of non-government schools. However, this chapter does not report on non-government sources of funding, and so does not compare the efficiency of government and non-government schools.

Box 4.1 describes the educational goals for young Australians, agreed by education Ministers in the Melbourne Declaration. Commitments to action by governments in eight inter-related areas are also included in the Melbourne Declaration (MCEETYA 2008).³

Box 4.1 National goals for schooling in the 21st century

In December 2008, the MCEETYA endorsed the following national goals for school education.

Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. Young Australians are therefore placed at the centre of the Melbourne Declaration on Educational Goals.

These goals are:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:

- successful learners
- confident and creative individuals
- active and informed citizens.

Source: Adapted from MCEETYA (2008).

The performance of school education is reported against the indicator framework in figure 4.4. This framework reflects the objectives in box 4.1, and is aligned with the NEA and National Indigenous Reform Agreement (NIRA).

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).

³ The Melbourne Declaration replaced the Adelaide Declaration (MCEETYA 1999), released in 1999. Some years of data reported in this chapter coincide with the operation of the Adelaide Declaration. However, the performance indicators reported are consistent with both the Adelaide and Melbourne Declarations.

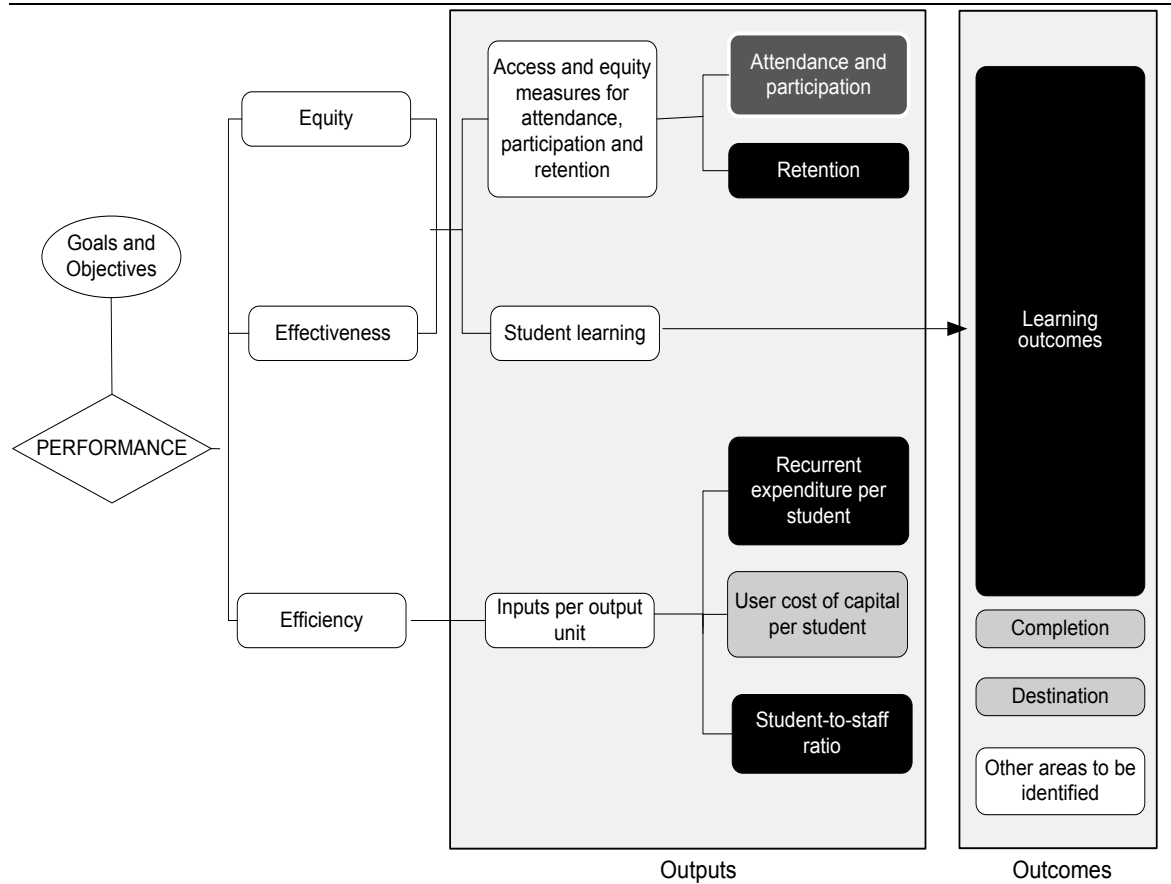
The NEA covers the area of school education, and education and training indicators in the NIRA establish specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians. Both agreements include sets of performance indicators, for which the Steering Committee collates performance information for analysis by the COAG Reform Council (CRC). Performance indicators reported in this chapter are aligned with school education performance indicators in the NEA. The NEA was reviewed in 2011 and 2012, resulting in changes that have been reflected in this Report, as relevant.

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of school education services (figure 4.4). The performance indicator framework shows which data are complete and comparable in the 2014 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (see section 1.6).

Different delivery contexts and locations influence the equity, effectiveness and efficiency of school education services. Results are also affected by the broader education environment (for example, availability of employment and further educational alternatives and population movements).

The Report's Statistical context chapter 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) (chapter 2).

Figure 4.4 School education performance indicator framework



Key to indicators*

- Text** Most recent data for all measures are comparable and complete
- Text** Most recent data for at least one measure are comparable and complete
- Text** Most recent data for all measures are either not comparable and/or not complete
- Text** No data reported and/or no measures yet developed

* A description of the comparability and completeness of each measure is provided in indicator interpretation boxes within the chapter

4.3 Key performance indicator results

The framework of performance indicators provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of school education. This approach is consistent with the Steering Committee’s general performance indicator framework and service process diagram outlined in chapter 1 (see figures 1.2 and 1.3).

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and note key data gaps and issues identified by the Steering Committee. All DQI for the 2014 Report can be found at www.pc.gov.au/gsp/reports/rogs/2014.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity and effectiveness

Attendance and participation

'Attendance and participation' is an indicator of governments' objective to develop fully the talents and capacities of young people through equitable access to, and participation in, education and learning, to complete school education to year 12 or its equivalent (box 4.2). National and international research confirms a link between attendance and student achievement, although numerous interrelated factors influence attendance and achievement in complex ways.

In addition, attendance and participation rates for special needs groups are an indication of the equity of access to school education (box 4.2).

Box 4.2 Attendance and participation

'Attendance and participation' is defined by four measures.

Attendance

- 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. A high student attendance rate is desirable.

Data on student attendance are collected for each State and Territory by school sector (government, Catholic and independent), sex, year level (1–10) and Indigenous status (Indigenous and non-Indigenous students).

Data reported for this measure are:

- not comparable across jurisdictions
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

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

Participation

- 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.
- 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.

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.

(Continued next page)

Box 4.2 (continued)

Proportions that exceed 100 per cent may reflect disparities between the sources of data for students and residential population, multiple enrolments by individual students or students residing in one jurisdiction enrolling in schools in another jurisdiction.

These measures do 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 Child care, education and training sector overview.

- The proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at Australian Qualifications Framework (AQF) Certificate II or above.

Data reported for these three measures are

- comparable (subject to caveats) across jurisdictions and over time.
- complete for the current reporting period (subject to caveats). All required 2011 and 2012 data are available for all jurisdictions providing the service.

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.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

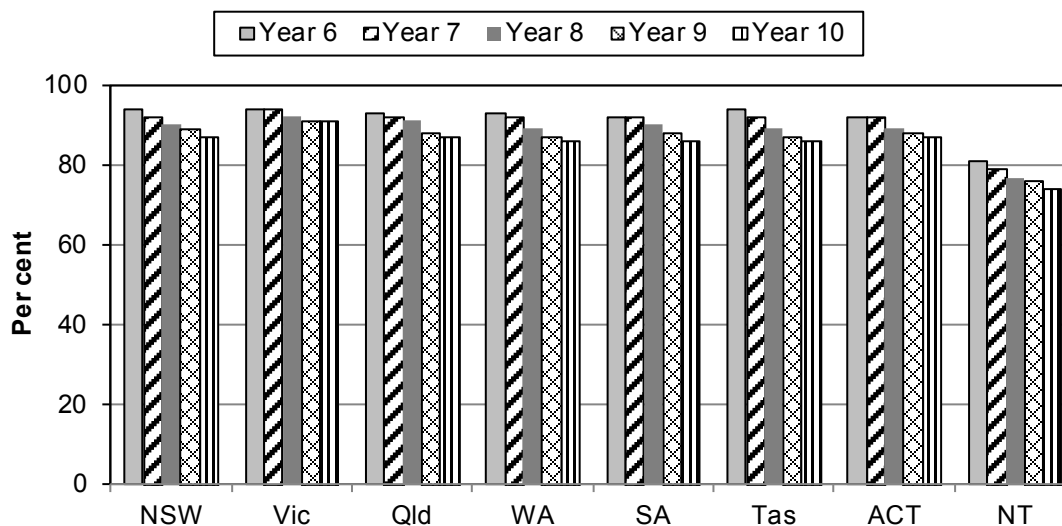
Attendance

School attendance is measured in a specific collection period during the school year (see box 4.2 for details), and results may not be representative of school attendance throughout the school year.

For all students in 2012, attendance was relatively stable across years 1–5. In general, from year 6 attendance gradually declined to year 10 (typically the end of compulsory schooling) (tables 4A.130–135).

For government schools, the total student attendance rate ranged from 74 per cent to 94 per cent across year levels and jurisdictions (figure 4.5 and table 4A.130).

Figure 4.5 **Student attendance rate, all students, government schools, 2012^a**



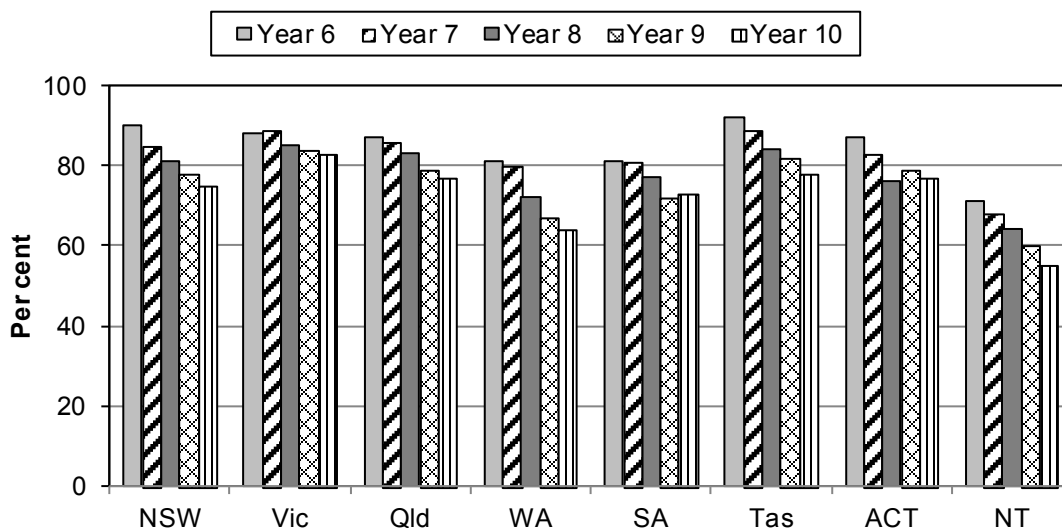
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable.

Source: Australian Curriculum and Assessment Reporting Authority (ACARA) (unpublished); table 4A.130.

Data on student attendance rates for all school sectors, disaggregated by sex, are available in tables 4A.130, 4A.132 and 4A.134.

Non-Indigenous students in government schools had higher attendance rates than Indigenous students across all year levels in all jurisdictions (figure 4.6 and table 4A.131). The differences varied across states and territories. A similar pattern to the government schools was observed for non-government schools (independent and catholic schools) in most jurisdictions (tables 4A.133 and 4A.135).

Figure 4.6 Student attendance rate, Indigenous students, government schools, 2012^a



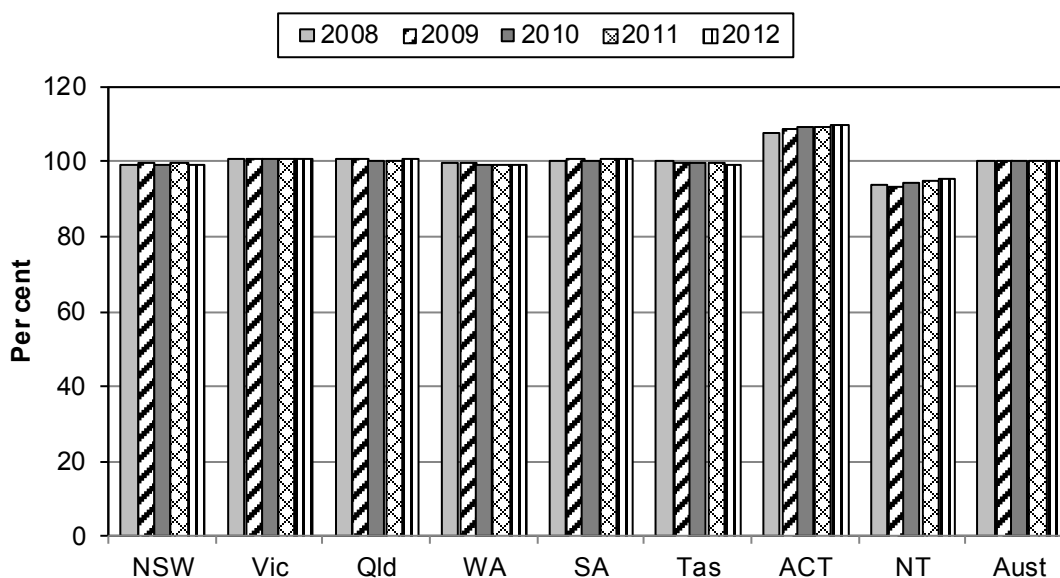
^a Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and therefore are not comparable.

Source: ACARA (unpublished); table 4A.131.

Participation — proportion of children aged 6–15 years enrolled in school

Nationally, 100.0 per cent of children aged 6–15 years were enrolled (either full or part time) in school in 2012 (figure 4.7). These proportions are determined using the number of students educated in the jurisdiction divided by the estimated residential population for the age group in the jurisdiction.

Figure 4.7 Proportion of children aged 6–15 years enrolled in school^{a, b, c}



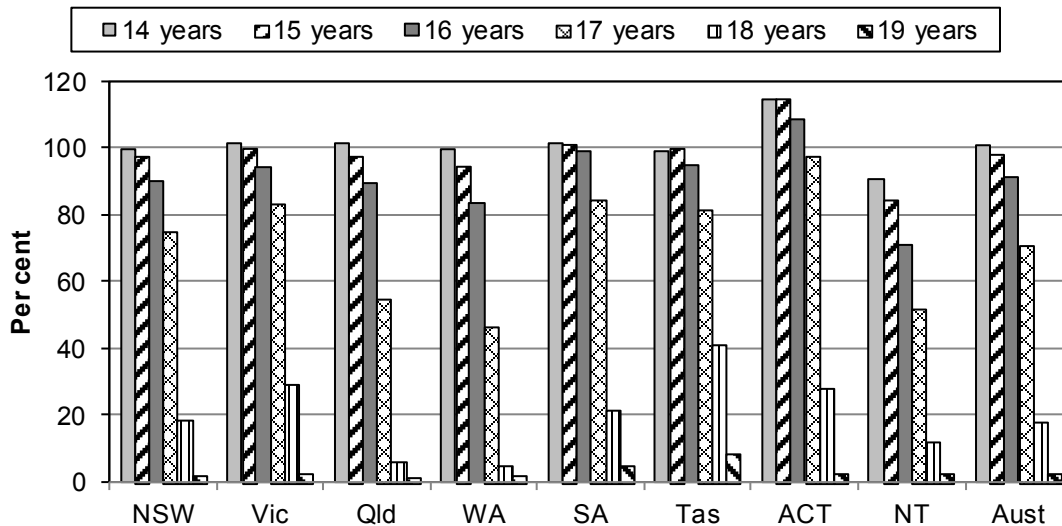
^a Data are based on estimated residential population derived from the 2011 Census of Population and Housing. Earlier reports used data based on the 2006 Census. See footnotes to table 4A.118 for further information on derivations of population figures. ^b Earlier reports also presented data for Indigenous and non-Indigenous students, for this measure. ^c Proportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be enrolled in a different jurisdiction to their place of residence. In particular, participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools. See table 4A.118 for further details.

ABS (2013) *Schools Australia, 2012*, Cat. no. 4221.0; ABS (2013) *Population by Age and Sex, Australian States and Territories, June 2012*, Cat. no. 3101.0; table 4A.118.

Participation — 14–19 year olds enrolled in school

Nationally, 62.4 per cent of 14–19 year olds were enrolled in schools in 2012 (table 4A.119). School participation rates declined as students exceeded the maximum compulsory school age and varied by jurisdiction, age (figure 4.8) and sex (table 4A.119). School participation rates for females (63.1 per cent) were 1.3 percentage points higher than those for males (61.8 per cent) (table 4A.119). Data for 14–19 year olds from 2008 to 2012 are included in table 4A.120.

Figure 4.8 School participation rate of people aged 14–19 years in school education, all schools, 2012^{a, b, c}



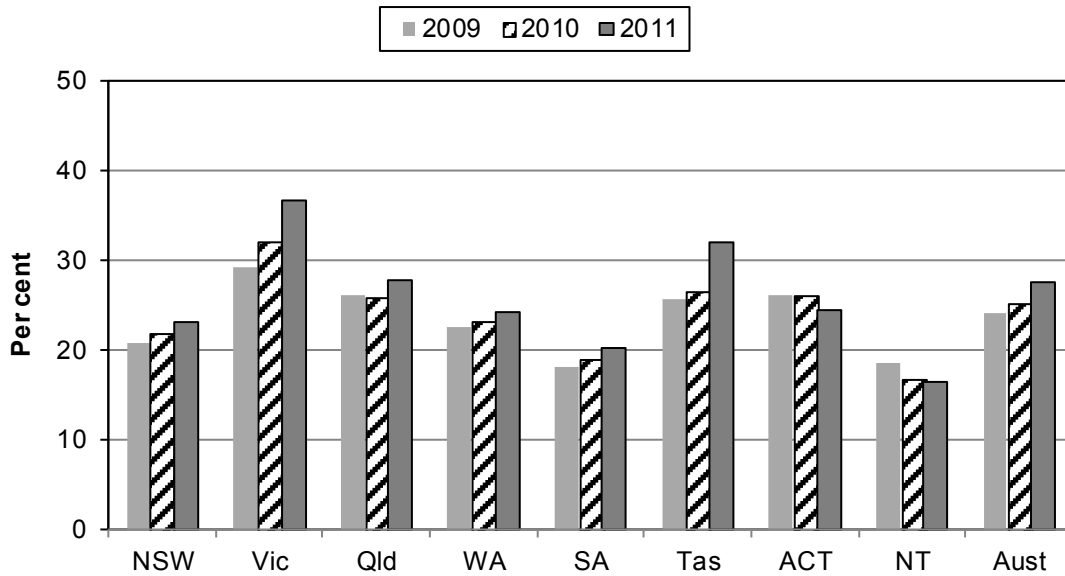
^a Proportion of the population who were enrolled as full time or part time students in August 2012. ^b Proportions are determined using the number of students enrolled in the jurisdiction divided by the estimated residential population for the jurisdiction, for the age group. In some cases students may be enrolled in a different jurisdiction to their place of residence. In particular, participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools. ^c Different school commencement ages across some states and territories may affect comparisons between jurisdictions.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.119.

Participation — achievement of VET competencies

The number of young people undertaking VET in Schools programs in 2011 was 236 400 (NCVER 2012). The proportion of 15–19 year olds who had successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above was 27.5 per cent nationally in 2011 (figure 4.9). This proportion includes both VET in Schools students and school-aged students who have left school but are still engaged in education through a campus of TAFE or other VET Registered Training Organisation (RTO).

Figure 4.9 **Proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above**



Source: NCVER, *National VET Provider Collection* (various years); NCVER, *National VET in Schools Collection 2011*; ABS *Population by Age and Sex, Australian States and Territories*, (various years) (Cat. no. 3201.0); table 4A.129.

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 complete 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 (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.

Data are reported for all students, Indigenous and non-Indigenous students, and for students in government and non-government schools.

A higher or increasing apparent retention rate suggests that a larger proportion 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.

The term 'apparent' is used because the indicator is derived from total numbers of students in each of the relevant year levels, not by tracking the retention of individual students. Care needs to 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 reported for all measures in this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

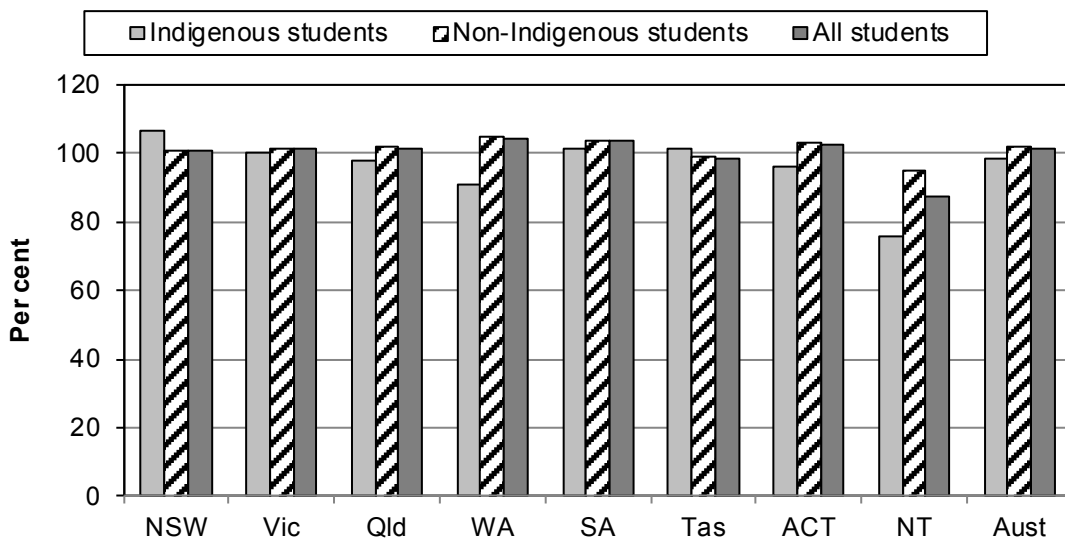
Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

In most jurisdictions, in 2012, apparent retention rates from the commencement of secondary school at year 7 or 8 (figure 4.1 shows the starting years across jurisdictions) to year 10, were 98 per cent to 104 per cent, with a national rate of 101.3 per cent (figure 4.10). 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, with a national retention rate for Indigenous students of 98.4 per cent, 3.0 percentage points lower than that for non-Indigenous students and 2.9 percentage points lower than that for all students (figure 4.10).

Figure 4.10 **Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools, 2012^{a, b, c, d, e}**

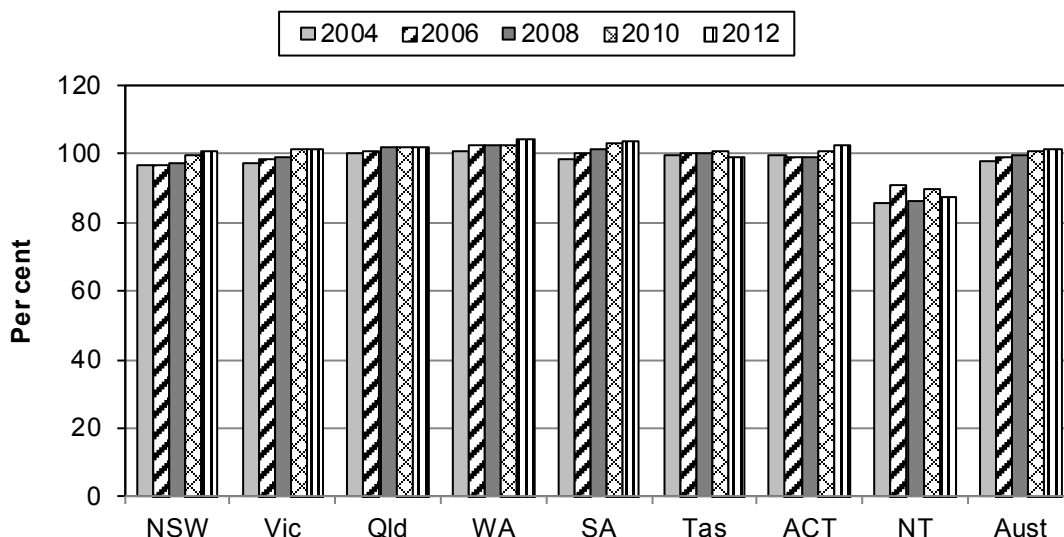


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see figure 4.11). ^b Retention rates can exceed 100 per cent for a variety 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 (table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates. ^e Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be under-represented in some jurisdictions. Students for whom Indigenous status is not stated are included in the data for 'non-Indigenous students', and are included in the data for 'all students'.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.121.

The national apparent retention rate from the commencement of secondary schooling at year 7 or year 8 (figure 4.1 shows the differences across jurisdictions) to year 10 for all full time students was 98.1 per cent in 2004, rising to 99.4 per cent in 2008 and 101.3 per cent in 2012 (figure 4.11). Data for intervening years and by Indigenous status are in table 4A.123. Data for government schools and non-government schools are in tables 4A.124 and 4A.125.

Figure 4.11 Apparent retention rate from year 7 or 8 to year 10, full time secondary students, all schools^{a, b, c, d}



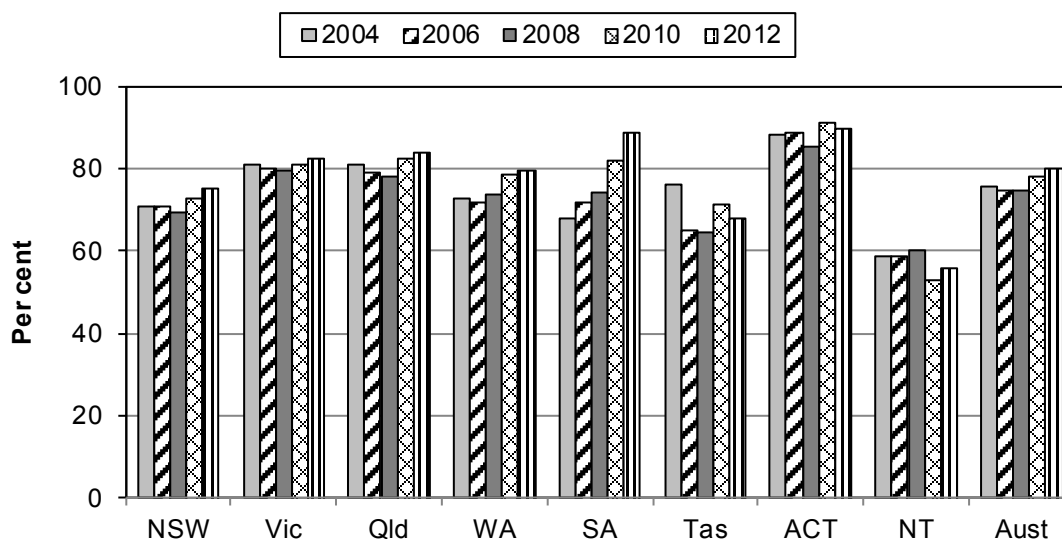
^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, (which has a high proportion of Indigenous students) prior to 2008, where 10.9 per cent of Indigenous secondary students were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data. ^d Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.123.

The national apparent retention rate, from the commencement of secondary school at year 7 or 8 (figure 4.1 shows the differences across jurisdictions) to year 12, for all full time students was 75.7 per cent in 2004, rising to 79.9 per cent in 2012 (figure 4.12). Data for intervening years and by Indigenous status are in table 4A.123. Data for government schools and non-government schools are in tables 4A.124 and 4A.125.

Retention rates from year 7/8 to year 12 for Indigenous students in all schools were lower than those for non-Indigenous students and all students in all jurisdictions in 2012, with a national retention rate for Indigenous students of 51.1 per cent, 30.2 percentage points lower than that for non-Indigenous students and 28.8 percentage points lower than that for all students (table 4A.123).

Figure 4.12 **Apparent retention rate from year 7 or 8 to year 12, full time secondary students, all schools^{a, b, c}**



^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 (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, (which has a high proportion of Indigenous students) prior to 2008, where 10.9 per cent of Indigenous secondary students were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.123.

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 2012 as a proportion of the number of full time school students enrolled in year 10 in 2010.

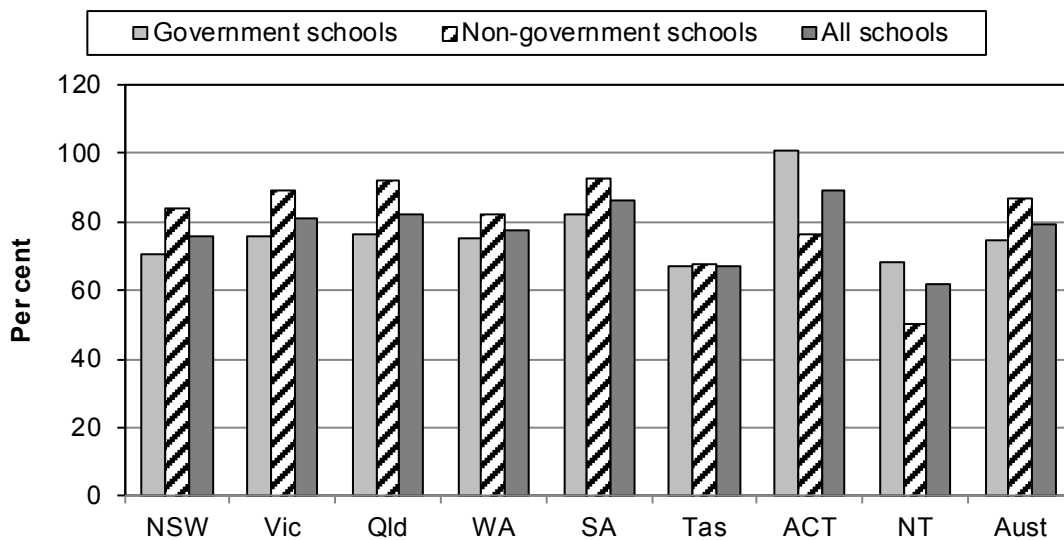
Factors affecting apparent retention can combine to result in a year 12 cohort that is substantially different in composition from the corresponding year 10 cohort — for example:

- in SA, if part time students for all schools are included in the 2012 year 12 total, then the apparent retention rate becomes 93.2 per cent, compared with 86.3 per cent for full time students only (table 4A.122)
- young people may choose to complete their post compulsory education in the TAFE system rather than continue at school, and may do so after periods of time spent away from the formal education system.

Nationally, the apparent retention rate from year 10 to year 12 for all schools was 79.3 per cent in 2012. The rate for government schools was 74.8 per cent, and for non-government schools was 86.4 per cent. The apparent retention rates for both

government schools and non-government schools varied across jurisdictions (figure 4.13).

Figure 4.13 Apparent retention rate from year 10 to year 12, full time secondary students, 2012^{a, b, c, d}



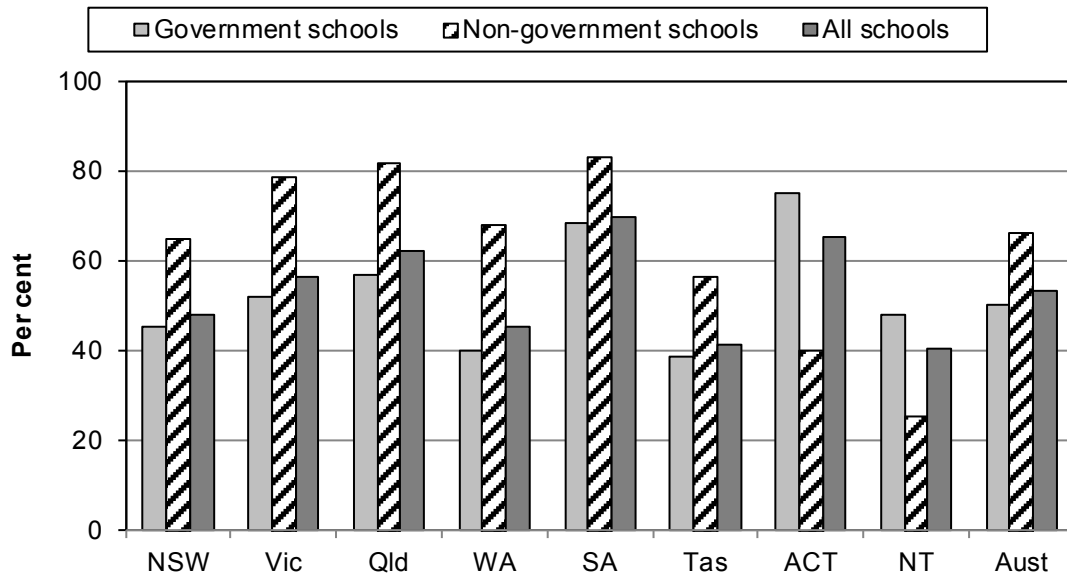
^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (figure 4.15). ^b Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between jurisdictions and government and non-government schools after the base year. ^c The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (table 4.4). ^d Ungraded students are not included in the calculation of apparent retention rates.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.122.

For government and non-government schools, apparent rates of retention from year 10 to year 12 for Indigenous students in 2012 were consistently lower than rates for all students but varied across jurisdictions (figures 4.13 and 4.14). In interpreting Indigenous apparent retention rates, it should be noted that, nationally, 1.6 per cent of Indigenous students left school before year 10 (figure 4.10 and table 4A.121), and so are not included in the base year for retention from year 10 to year 12. Further, Indigenous students made up 6.4 per cent of all students in government schools compared with 2.1 per cent in non-government schools and some jurisdictions have very low numbers of Indigenous students (table 4.5).

Nationally, Indigenous retention from year 10 to year 12 for all schools in 2012 was 53.3 per cent (figure 4.14), compared with 80.4 per cent for non-Indigenous students (table 4A.123). However, Indigenous retention from year 10 to year 12 for all schools has risen from 46.0 per cent in 2004, with the gap between Indigenous students and non-Indigenous students decreasing from 32.1 percentage points in 2004 to 27.1 percentage points in 2012 (table 4A.123).

Figure 4.14 Apparent retention rates from year 10 to year 12, Indigenous full time secondary students, 2012^{a, b, c, d}

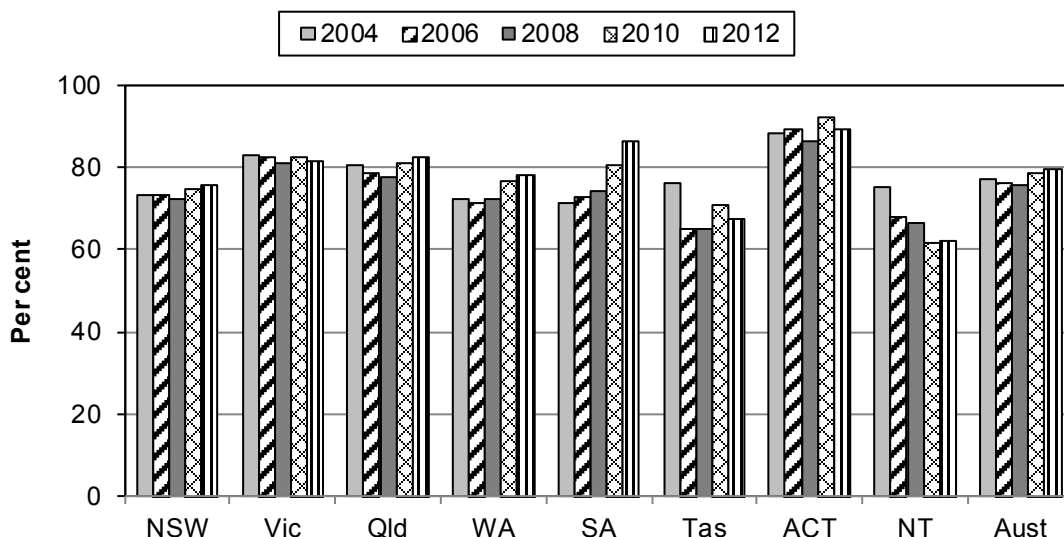


^a Apparent retention rates are affected by factors that vary across jurisdictions. For this reason, variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions (see tables 4A.123–125). ^b The standard apparent retention rate calculation excludes part time students, which has implications for the interpretation of results for all jurisdictions (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 (2013) *Schools Australia 2012*, Cat. no. 4221.0; tables 4A.123–125.

Nationally, apparent rates of retention for all full time students from year 10 to year 12 rose slightly from 77.2 per cent in 2004 to 79.3 per cent in 2012 (figure 4.15). Data for intervening years and by Indigenous status are in table 4A.123. Data for government schools and non-government schools are in tables 4A.124 and 4A.125.

Figure 4.15 Apparent rates of retention from year 10 to year 12, full time secondary students, all schools^{a, b, c}



^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 (table 4.4). ^c Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, (which has a high proportion of Indigenous students) prior to 2008, where 10.9 per cent of Indigenous secondary students were ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced) and this should be considered when interpreting the data.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.123.

Efficiency

Governments have an interest in achieving the best results from their expenditure on schooling, both as owners and operators of government schools, and as major providers of funds to the non-government school sector. An objective of the Steering Committee is to publish comparable estimates of costs. Ideally, such comparison should include the full range of costs to government. Where the full costs cannot be measured, estimating costs on a consistent basis is the best approach. Table 4A.21 shows the treatment of assets by school education agencies. Table 4A.11 shows information on the comparability of the source expenditure data for government schools used for this chapter. Box 4.4 includes information on identification and allocation of funding for the Report.

Box 4.4 **School expenditure data reported in this chapter**

Efficiency indicators in this chapter (years 2007-08 to 2011-12) are based on financial year recurrent expenditure on government and non-government schools by the Australian Government and State and Territory governments. Capital expenditure is generally excluded, but as the National Schools Specific Purpose Payment (SPP) cannot be separated into capital and recurrent expenditure, the SPP is treated as recurrent expenditure in this chapter. Expenditure relating to funding sources other than government (such as parent contributions and fees) are excluded.

Sources of data — government recurrent expenditure on government schools

Total recurrent expenditure on government schools is unpublished data sourced from the National Schools Statistical Collection, under the auspices of the SCSEEC:

- Each State and Territory government reports to the SCSEEC on its expenditure on government schools (see table 4A.10).
- The Australian Government reports its allocation to each State and Territory for government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of National Partnerships (NP) payments (see table 4A.9).
- To avoid double counting, Australian Government allocations are subtracted from the State and Territory expenditure to identify 'net' State and Territory government expenditure (tables 4A.7 and 4A.8).

The SCSEEC provides unpublished data on the user cost of capital for government schools, imputed as 8 per cent of the written down value of assets (table 4A.19).

Sources of data — government recurrent expenditure on non-government schools.

Total recurrent expenditure on non-government schools is a combination of unpublished data from the NSSC and unpublished data sourced directly from State and Territory governments:

- Each State and Territory government provides unpublished data on its contributions to non-government schools (tables 4A.7 and 4A.8).
- The Australian Government reports its allocation to each State and Territory for non-government schools, consistent with Treasury Final Budget Outcomes (including the National Schools SPP and a range of National Partnerships [NP] payments [see table 4A.9]).
- Together these comprise total government recurrent expenditure on non-government schools (tables 4A.7 and 4A.8).

Tables 4A.7–8 also include expenditure data from government sources for all schools.

Derivation of performance indicators

Expenditure in the various categories identified above is divided by the numbers of FTE students to derive measures of cost per FTE student (tables 4A.12–18 and figures 4.16–19). The numbers of FTE students (table 4A.6) are drawn from the ABS publication *Schools Australia 2012* (ABS 2013) and averaged over two calendar years to match the financial year expenditure data.

(Continued next page)

Box 4.4 (continued)

Legislative framework

In 2009 COAG agreed to a new framework for federal financial relations. The major element of Australian Government funding is provided through the National Schools SPP under the Intergovernmental Agreement on Federal Financial Relations, and State and Territory governments have discretion as to how to apply the National Schools SPP to achieve the agreed outcomes. The non-government schools funding component of the National Schools SPP is determined by the *Schools Assistance Act 2008*. States and territories fund school education under their own legislation.

Changes in recurrent expenditure between years — Australian Government

Average Government School Recurrent Costs (AGSRC) is the benchmark for Australian Government recurrent funding levels for both government and non-government schools.

The primary and secondary AGSRC amounts are the national averages based on total recurrent State and Territory expenditure per government student, for expenditure data submitted to SCSEEC. Capital-related costs such as user cost of capital and depreciation are excluded from AGSRC, and accrual expenses are also adjusted to a cash basis. These AGSRC amounts are changed annually to reflect movements in the data.

For government schools, annual changes in Australian Government recurrent payments reflect the changes to the AGSRC and the changes in full time equivalent enrolments in government schools. These payments are included in the National Schools SPP allocated to states and territories.

For non-government schools, Australian Government recurrent payments are also based on enrolments and a proportion of AGSRC calculated for each school (taking account of the school's socio-economic status based on student location and other funding arrangements). These payments are included in the National Schools SPP and are paid to non-government schools and systems through the states and territories.

For both government and non-government schools, Australian Government National Partnership allocations are also used to calculate expenditure in this Report.

Changes in recurrent expenditure between years — State and Territory governments

In general, state and territory government schools systems are funded based on a variety of formulas to determine a school's recurrent or base allocation, with weightings and multipliers added for students facing disadvantage. For non-government schools, State and Territory governments also provide funding for recurrent and targeted purposes, usually through per capita allocations. Indexation of costs is normally applied to these funding arrangements for both the government and non-government school sectors. Changes in overall funding by State and Territory governments across years is affected by all these factors, including enrolment numbers, school size and location and staffing profiles.

Source: ACARA (2012a); Australian Government Department of Education (unpublished).

Recurrent expenditure per student

‘Recurrent expenditure per student’ is an indicator of governments’ objective to fund and/or provide education in an efficient manner (box 4.5).

Box 4.5 Recurrent expenditure per student

‘Recurrent expenditure per student’ is defined by two measures:

- government recurrent expenditure per FTE student, reported for government schools and disaggregated by in-school primary, in-school secondary, out-of-school services; and for non-government schools
- government recurrent staff expenditure per FTE student in government schools. Expenditure on staff is the major component of spending on schools.

Both of these measures include user cost of capital for government schools (box 4.6).

Holding other factors constant, a low or decreasing government recurrent expenditure or staff expenditure per FTE student may represent better or improved efficiency.

Care should be taken in interpretation of efficiency data as:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not make any cost adjustments based on these or other factors
- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socio-economic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)
- the staff expenditure per student measure is partial in nature, as it does not reflect the full cost per student. The basis for allocation of numbers of staff between teaching and non-teaching roles and the allocation of staff expenditure may differ. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.

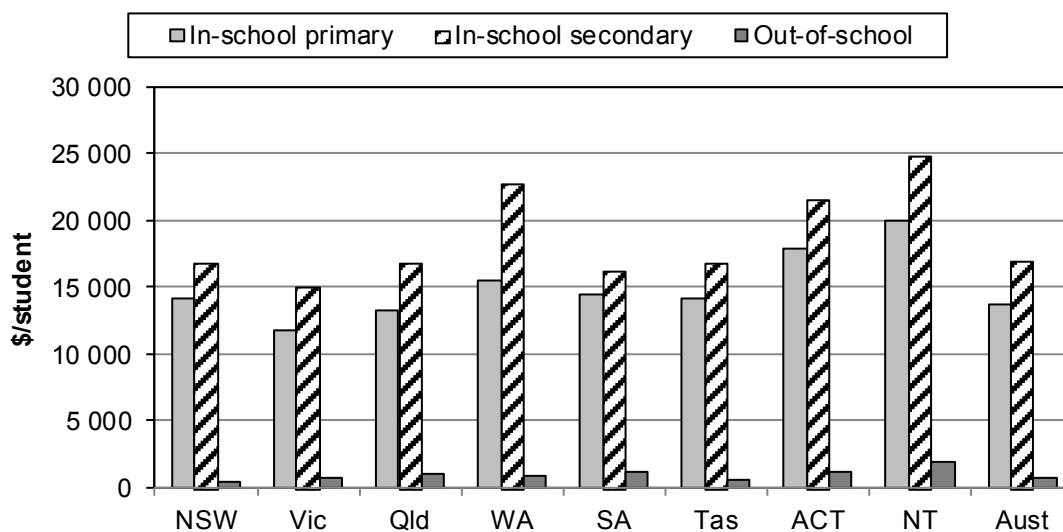
Data reported for all measures in this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2011-12 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally, in 2011-12, in-school government expenditure per FTE student in government primary schools was \$13 734 and in government secondary schools was \$16 965. Out-of-school government expenditure per FTE student in all government schools was \$781 in 2011-12 (figure 4.16).

Figure 4.16 **Government recurrent expenditure per FTE student, government schools, 2011-12^{a, b}**

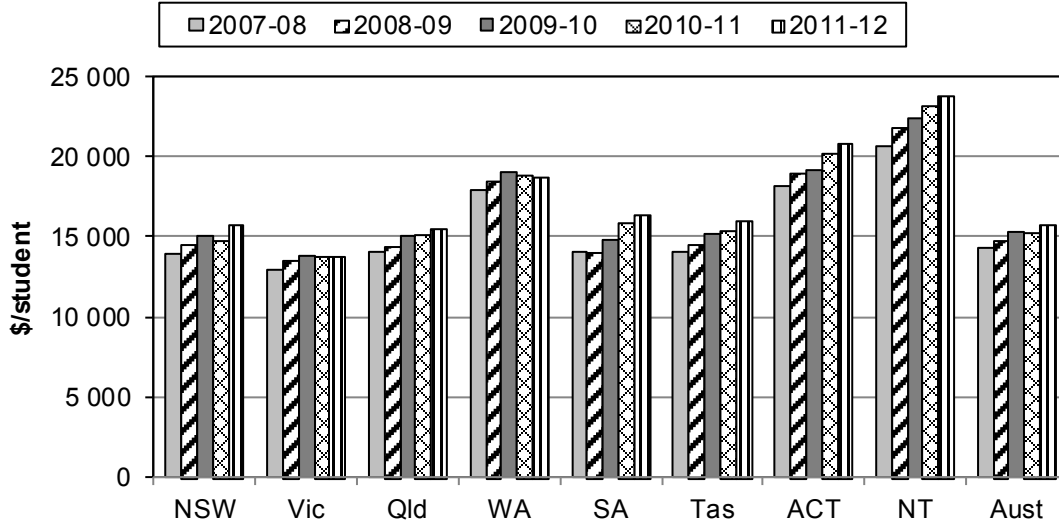


^a See notes to table 4A.14 for definitions and data caveats. ^b Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; SCSEEC (unpublished) NSSC; table 4A.14.

Nationally, in 2011-12, government expenditure per FTE student in all government schools was \$15 768. It increased in average annual real terms between 2007-08 and 2011-12 by 2.4 per cent per year (figure 4.17). Data for years 2002-03 to 2011-12 are included in tables 4A.12 (real values) and 4A.13 (nominal values).

Figure 4.17 **Government real recurrent expenditure per FTE student, government schools (2011-12 dollars)^{a, b, c}**

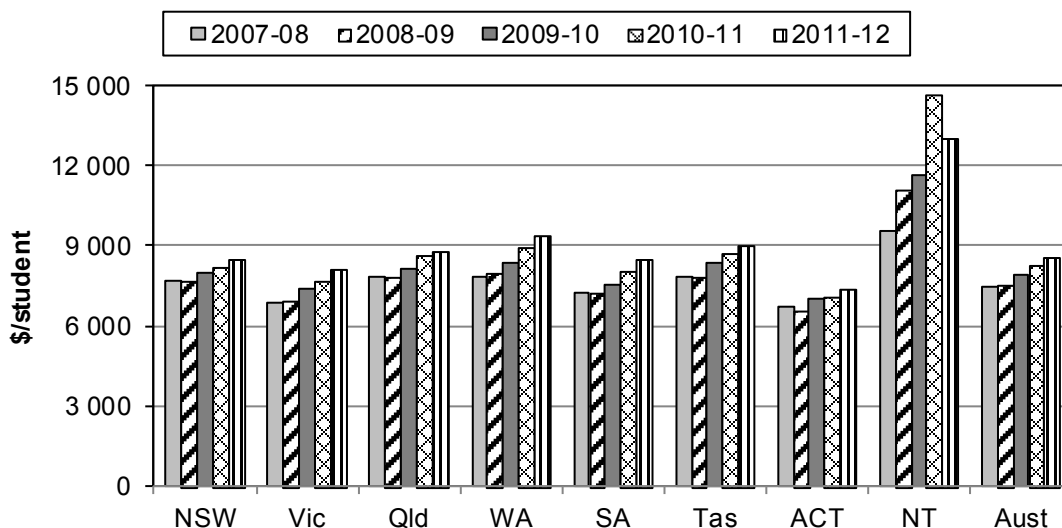


^a See notes to table 4A.12 for definitions and data caveats. ^b Data for 2007-08 to 2010-11 are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details. ^c Payroll tax estimates include notional payroll tax for WA and the ACT, which are payroll tax exempt.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; SCSEEC (unpublished) NSSC; table 4A.12.

Nationally, in 2011-12, government expenditure per FTE student in all non-government schools was \$8546. It has increased in average annual real terms between 2007-08 and 2011-12 by 3.4 per cent per year (figure 4.18). Data for years 2002-03 to 2011-12 are included in table 4A.15 (real values) and 4A.16 (nominal values).

Figure 4.18 **Government real recurrent expenditure per FTE student, non-government schools (2011-12 dollars)^{a, b, c}**



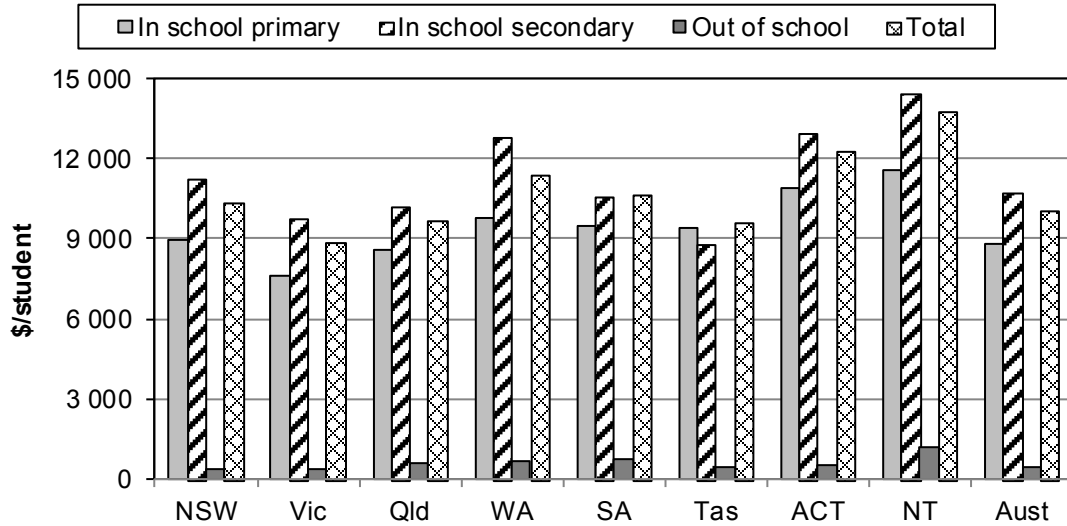
^a See notes to table 4A.15 for definitions and data caveats. ^b Data for 2007-08 to 2010-11 are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details. ^c Data are the sum of Australian Government specific purpose payments for non-government schools, and State and Territory government payments to non-government schools. Data on State and Territory government payments to non-government schools are not fully comparable across jurisdictions.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; Australian Government Department of Education (unpublished); State and Territory governments (unpublished); table 4A.15.

Nationally, in 2011-12, government real recurrent expenditure per FTE student in all schools (government plus non-government) was \$13 255. It increased in average annual real terms between 2007-08 and 2011-12 by 2.5 per cent per year (table 4A.17). Data for years 2002-03 to 2011-12 are included in table 4A.17 (real values) and 4A.18 (nominal values).

Government recurrent expenditure on staff in government schools accounted for \$23.2 billion (63.6 per cent) of total recurrent expenditure in 2011-12 (table 4A.10). Nationally, expenditure on staff per FTE student was \$8776 for in-school primary, \$10 746 for in-school secondary and \$482 for out-of-school (figure 4.19).

Figure 4.19 **Government recurrent expenditure on staff in government schools, per FTE student, 2011-12^{a, b}**



^a See notes to table 4A.14 for definitions and data caveats. ^b Expenditure on staff includes teaching staff and other staff, and includes expenditure on redundancy payments.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; SCSEEC (unpublished) NSSC; table 4A.14.

User cost of capital per student

‘User cost of capital (UCC) per student’ is an indicator of governments’ use of capital assets to provide education (box 4.6).

Box 4.6 User cost of capital per student

'UCC per student' is defined as the notional costs to governments of the funds tied up in capital (for example, land and buildings owned by government schools) used to produce services, per FTE student. The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt. When comparing the costs of government services, it is important to account for the notional UCC because it is:

- often a significant component of the cost of services
- often treated inconsistently (that is, included in the costs of services delivered by most non-government service providers, but effectively costed at zero for many government service providers).

Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets, which are re-valued over time.

Holding other factors constant, a low or decreasing UCC per student may represent better or improved efficiency.

Efficiency data are difficult to interpret and this indicator in particular is only partial in nature, as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance.

Fluctuations in asset values such as land market values, the varying proportions of the written down value of assets which relates to land and the interval between revaluations (which vary from annual to five yearly), may affect the outcomes across jurisdictions and within jurisdictions over time. Values also fluctuate across jurisdictions due to variations in accounting policies.

Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Data reported for this indicator are:

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions
- complete for the current reporting period (subject to caveats). All required 2011-12 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

The notional UCC per FTE government school student in 2011-12 averaged \$2439 nationally (table 4A.20). Data from 2002-03 to 2011-12 showing the various

components of the written down value of assets are included in table 4A.19. Information on the treatment of assets for each State and Territory, including the most recent year of revaluation, is in table 4A.21.

Student-to-staff ratio

‘Student-to-staff ratio’ is an indicator of governments’ objective to provide education in an efficient manner (box 4.7).

Box 4.7 Student-to-staff ratio

The ‘student-to-staff ratio’ is defined as the number of FTE students per FTE staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff. The student-to-staff ratio presents the number of students per teacher, where teachers are classified in a way that can be compared across jurisdictions. However, the ratio is not a measure of class size.

A low ratio means there are a small number of students per teacher. Holding other factors constant, a high or increasing student-to-teacher ratio represents better or improved efficiency. While a low or decreasing student-to-teacher ratio may reflect decreasing efficiency, it may also reflect a higher quality education system, if a lower ratio leads to better student outcomes.

Care should be taken in interpretation of efficiency data:

- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. The student-to-staff ratio is aggregated across all subjects and year levels, and does not distinguish between subjects and/or year levels where different ratios may be appropriate
- the student-to-staff ratio is affected by factors that may differ across the states and territories, including population dispersion (leading to a larger proportion of small schools), the proportion of special needs students, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), and the level of other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

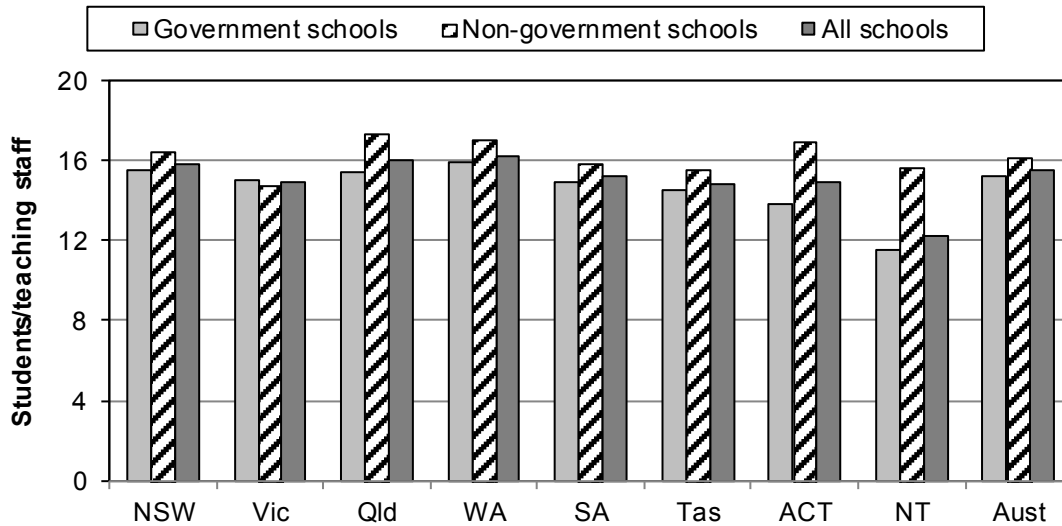
Data reported for this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally in 2012, the student-to-teacher ratio for government primary schools was 15.2 and for non-government primary schools was 16.2. For all primary schools, the student-to-teacher ratio was 15.5 (figure 4.20).

Figure 4.20 **Ratio of FTE students to FTE teaching staff, primary schools, 2012^a**

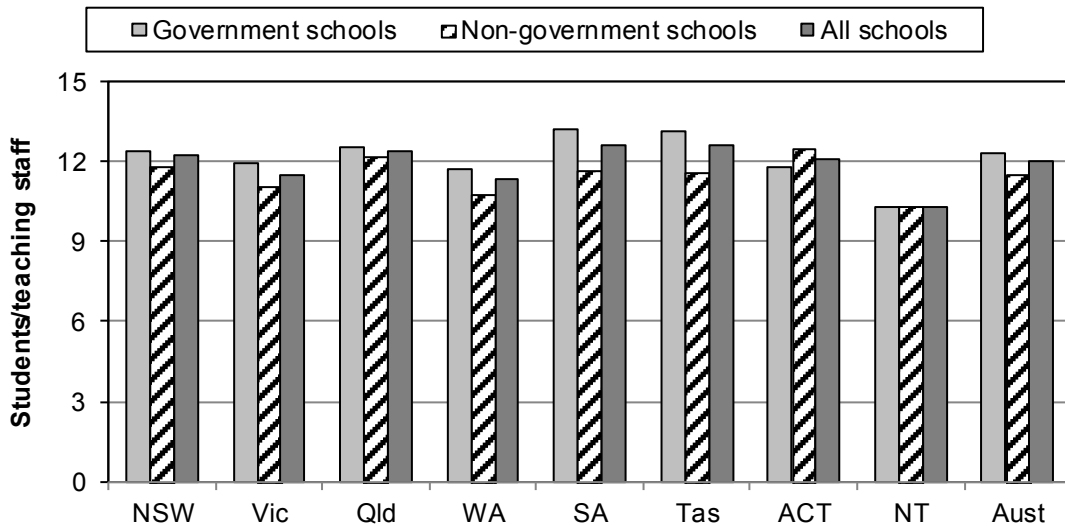


^a See notes to table 4A.22 for definitions and data caveats.

Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.22.

Nationally in 2012, the student-to-teacher ratio for government secondary schools was 12.3 and for non-government secondary schools, was 11.5. For all secondary schools, the student-to-teacher ratio was 12.0 (figure 4.21).

Figure 4.21 **Ratio of FTE students to FTE teaching staff, secondary schools, 2012^a**



^a See notes to table 4A.22 for definitions and data caveats.

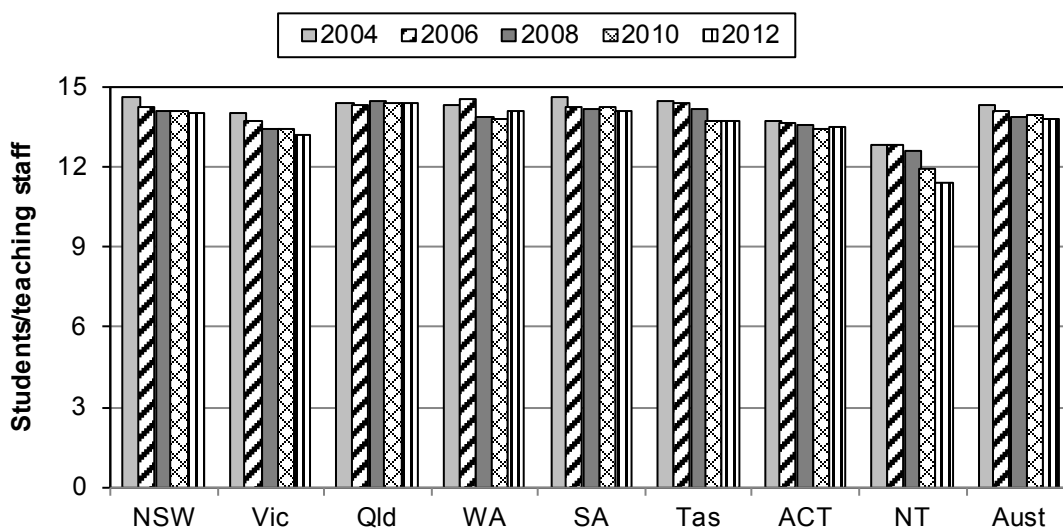
Source: ABS (2013) *Schools Australia 2012*, Cat. no. 4221.0; table 4A.22.

Nationally in 2012, the student-to-teacher ratio for all government schools was 13.9 and for all non-government schools was 13.6. For all schools, the student-to-teacher ratio was 13.8 (table 4A.22).

Table 4A.22 provides further detail on student-to-staff ratios in 2012, including those for non-teaching school staff and all staff, for all jurisdictions.

The student-to-teacher ratio for all schools (government and non-government primary and secondary combined) has decreased from 14.3 in 2004 to 13.8 in 2012 (figure 4.22). Data for intervening years and for government and non-government schools are in table 4A.23.

Figure 4.22 Ratio of FTE students to FTE teaching staff, all schools^{a, b}



^a Includes primary and secondary schools. ^b See notes to table 4A.23 for definitions and data caveats.

Source: ABS (2012) *Schools Australia 2011* Cat. no. 4221.0; table 4A.23.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the actual services delivered) (see chapter 1, section 1.5).

Nationally comparable learning outcomes

Learning outcomes measure students' attainment of a range of skills, in literacy and numeracy, and in areas such as science literacy, information and communication technology, and civics and citizenship.

The 'learning outcomes' indicator examines outcomes in these areas and draws on two main sources of information:

- the National Assessment Program – Literacy and Numeracy (NAPLAN), and NAP sample assessments. These are SCSEEC-endorsed tests developed to measure student performance in relation to the National Goals for Schooling
- Australia's participation in three international tests — the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA); the Trends in International Mathematics and Science Study (TIMSS); and the Progress in International Reading Literacy Study (PIRLS).

National Assessment Program

This chapter reports proportions of students undertaking NAPLAN testing in years 3, 5, 7 and 9 achieving the national minimum standard, and mean scale score learning outcomes, for reading, persuasive writing and numeracy performance in 2012, including by Indigenous status and geolocation. Data comparing a range of outcomes from 2008 to 2012 and 2011 to 2012 for reading and numeracy and from 2011 to 2012 for persuasive writing are also included in the chapter.

Achieving (but not exceeding) the national minimum standard represents achievement of the basic elements of literacy or numeracy for the year level. Students who have not achieved the national minimum standard for that year need focused intervention and additional support to help them achieve the skills they require to progress in schooling (ACARA 2012b). The chapter and attachment tables also include additional data on NAPLAN mean scale scores for 2012.

Detailed NAPLAN data for 2012, including outcomes by socio-economic status, are included in the attachment tables (tables 4A.36–43 for reading performance, tables 4A.54–61 for persuasive writing performance and tables 4A.71–78 for numeracy performance). More detailed NAPLAN time series data for 2008–2011 and 2011–2012 are included in tables 4A.44–52 for reading performance and tables 4A.79–87 for numeracy performance. Time series data for 2011–2012 for persuasive writing are included in tables 4A.62–70. In 2011, NAPLAN writing testing changed from narrative to persuasive writing, leading to a break in the time series. Data for narrative writing (for 2008, 2009 and 2010) are included in the 2010–2012 Reports.

The NAP also undertakes triennial national sample assessments on a rotating basis. This chapter reports year 6 science literacy performance data for 2006, 2009 and 2012 (2012 data are available for the first time in this Report). The attachment tables include additional data on science literacy performance for 2006, 2009 and 2012 (tables 4A.89–91); year 6 and year 10 civics and citizenship literacy performance for 2004, 2007 and 2010 (tables 4A.92–94) and year 6 and year 10 information and communication technologies literacy performance for 2005, 2008 and 2011 (tables 4A.95–96).

International tests

This chapter reports outcomes of:

- triennial PISA assessments in reading literacy, mathematical literacy and scientific literacy for 15 year old students. Data from the 2012 assessments are

included for the first time in this Report, as well as data from 2000, 2003, 2006 and 2009 (tables 4A.97–109)

- the four-yearly TIMSS assessments on mathematics and science achievement for year 4 and year 8. The attachment tables include additional information on the 2011 test, as well as data from 2003 and 2007 (tables 4A.110–115)
- the five-yearly PIRLS test for year 4, conducted in 2011, on reading literacy performance (tables 4A.116–117)

Interpreting learning outcomes data

To assist with making comparisons between jurisdictions, where appropriate, 95 per cent confidence intervals are presented in charts and attachment tables. Confidence intervals are a standard way of expressing the degree of uncertainty associated with survey estimates or performance measurement. An estimate of 80 per cent with a confidence interval of ± 2.0 , for example, means that if another sample had been drawn, or if another combination of test items had been used, there is a 95 per cent chance that the result would lie between 78 per cent and 82 per cent. Each learning outcomes proportion can be thought of in terms of a range. If one jurisdiction's rate ranges from 78–82 per cent and another's from 77–81 per cent, then it is not possible to say with confidence that one differs from the other (because there is unlikely to be a statistically significant difference). Where ranges do not overlap, there is a high likelihood that there is a statistically significant difference. A statistically significant difference means there is a high probability that there is an actual difference; it does not imply that the difference is necessarily large or important.

Participation in NAPLAN testing

NAPLAN testing reports the number of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9. Assessed students include all students who attempt the test and exempt students. Students with a language background other than English who arrived from overseas less than a year before the test, and students with significant intellectual disabilities may be exempted from testing. Participating students are those who were assessed or deemed exempt — other students were either absent or withdrawn. A higher or increasing proportion of students participating in NAPLAN testing suggests an improvement in that aspect of educational participation. The proportion of assessed, exempt, absent and withdrawn students in years 3, 5, 7 and 9 for reading, persuasive writing and numeracy in 2012 are in tables 4A.43, 4A.61 and 4A.78 respectively. Participation in the 2012 NAPLAN tests, by Indigenous status, for reading, writing and numeracy

are included in tables 4A.42, 4A.60 and 4A.77 respectively. In all domains and year levels, a lower proportion of Indigenous students than non-Indigenous or all students participated in NAPLAN testing.

Learning outcomes

‘Learning outcomes’ is an indicator of governments’ objective that all students should attain a range of skills, including: English literacy, such that every student should be able to read, write, spell and communicate at an appropriate level; skills in numeracy; and skills and becoming informed in areas such as science literacy, information and communications technologies and civics and citizenship (box 4.8).

Box 4.8 Learning outcomes

'Learning outcomes' is defined by six measures:

- the proportion of years 3, 5, 7 and 9 students achieving at or above the national minimum standard in NAPLAN testing for reading, persuasive writing and numeracy for a given year, reported by Indigenous status, sex, LBOTE, socio-economic status and MCEECDYA categories of geolocation (section 4.1 identifies the profile of equity groups in each State and Territory).
- the mean scale score (on the common national scale for Years 3, 5, 7 and 9, ranging from 0 to 1000) achieved by years 3, 5, 7 and 9 students in NAPLAN assessment for reading, persuasive writing and numeracy for a given year, reported by Indigenous status. This Report also includes a time series for student 'gain' for the cohort (for example, between year 3 in 2010 and year 5 in 2012) based on the mean scale score outcomes for reading and numeracy.
- the proportion of sampled year 6 and year 10 students achieving at or above the proficient standard in civics and citizenship, information and communication technologies and science literacy (year 6 only). National data from the triennial National Assessment Program tests are reported by sex, Indigenous status, LBOTE status, MCEECDYA categories of geolocation and socio-economic status
- the proportion of sampled 15 year old students achieving at or above the proficient standard on the OECD PISA combined reading, mathematical literacy and science literacy scales in a triennial international assessment. National data are also reported by sex, Indigenous status, socio-economic status and geolocation.
- the proportion of sampled year 4 students achieving at or above the proficient standard on the 5 yearly PIRLS reading literacy test. National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation
- the proportion of sampled students achieving at or above the proficient standard on the TIMSS mathematical literacy and science literacy scales in a quadrennial assessment (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). National data are also reported by sex, Indigenous status and MCEECDYA categories of geolocation

A high or increasing proportion of students achieving at or above the national minimum standard or proficient standard, or a high or increasing mean scale score for learning outcomes is desirable.

Data reported for all measures in this indicator are

- comparable (subject to caveats) across jurisdictions and over time
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

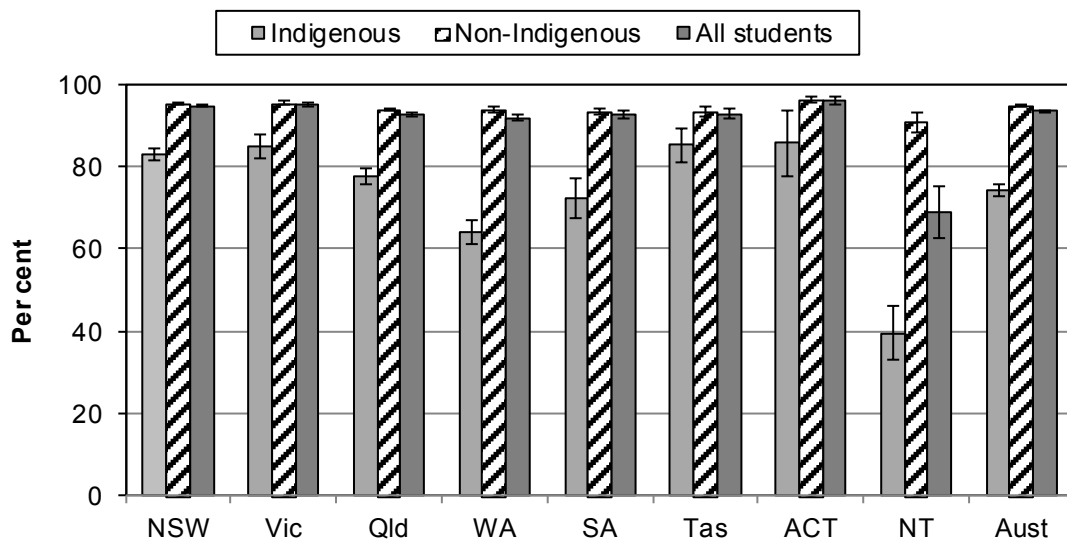
NAPLAN Reading

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the reading domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.36–53.

All students and Indigenous students

The proportion of year 3 students who achieved at or above the reading national minimum standard in 2012 was 93.4–93.8 per cent nationally. The proportion for Indigenous students (72.6–75.8 per cent) was significantly lower than for non-Indigenous students (94.5–94.9 per cent) (figure 4.23). These proportions varied across jurisdictions.

Figure 4.23 Proportion of year 3 students achieving at or above the reading national minimum standard, 2012^{a, b}

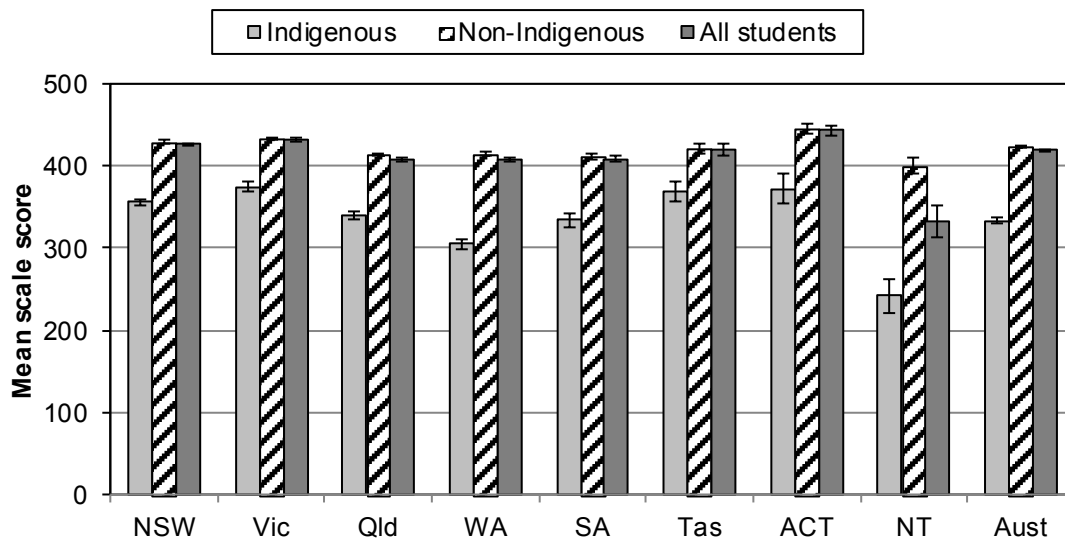


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.36.

The mean scale score for year 3 reading in 2012 for all students was 418.5–420.7 nationally. The mean scale score for Indigenous students (329.2–337.4) was significantly lower than for non-Indigenous students (423.2–425.2) (figure 4.24). Mean scale scores varied across jurisdictions.

Figure 4.24 Mean scale scores for year 3 students, reading, 2012^{a, b}

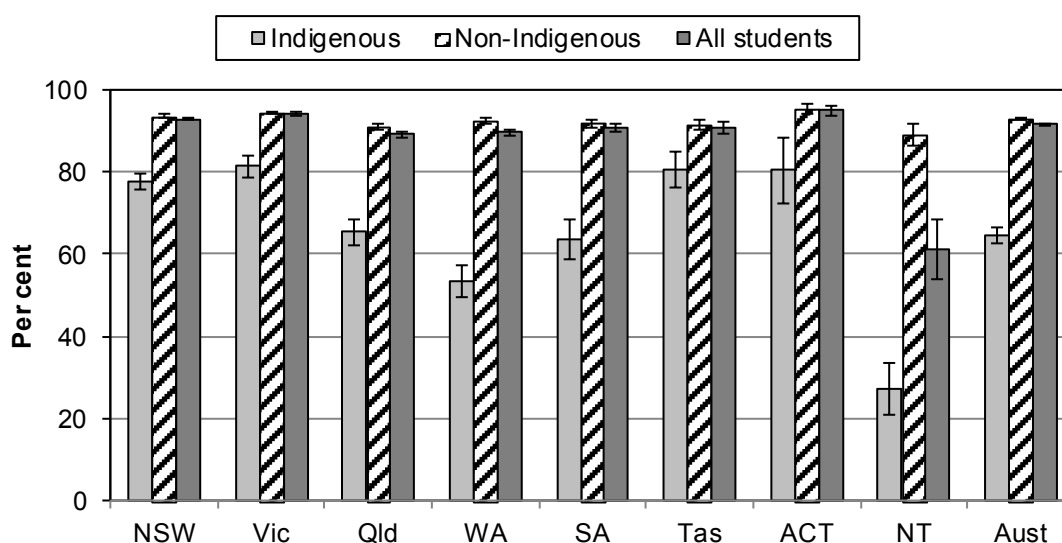


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.39.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.39.

The proportion of year 5 students who achieved at or above the reading national minimum standard in 2012 was 91.3–91.9 per cent nationally. The proportion for Indigenous students (62.8–66.6 per cent) was significantly lower than for non-Indigenous students (92.9–93.3 per cent) (figure 4.25). These proportions varied across jurisdictions.

Figure 4.25 **Proportion of year 5 students achieving at or above the reading national minimum standard, 2012^{a, b}**

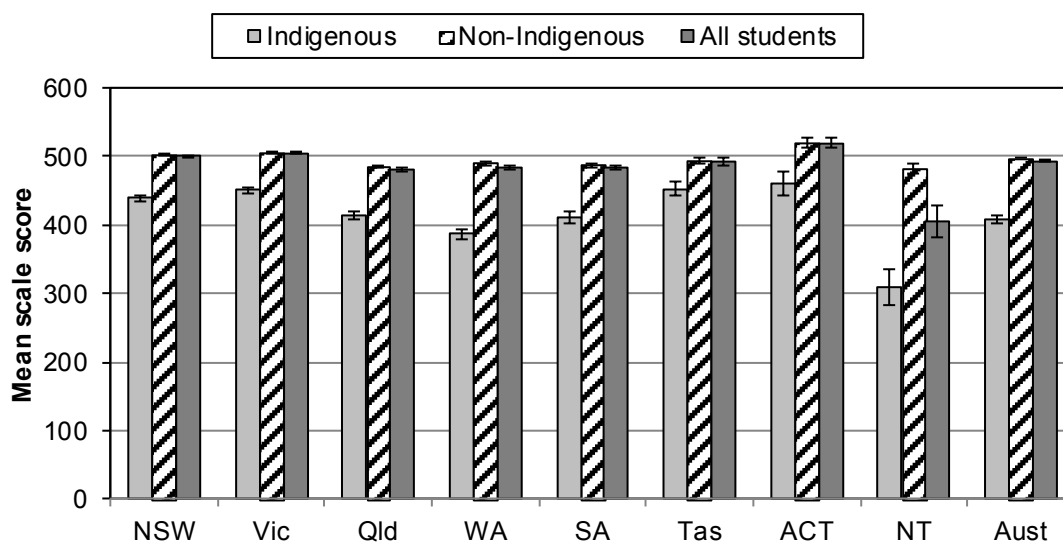


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.36.

The mean scale score for year 5 reading in 2012 for all students was 492.5–494.7 nationally. The mean scale score for Indigenous students (403.5–414.5) was significantly lower than for non-Indigenous students (497.0–499.0) (figure 4.26). Mean scale scores varied across jurisdictions.

Figure 4.26 Mean scale scores for year 5 students, reading, 2012^{a, b}

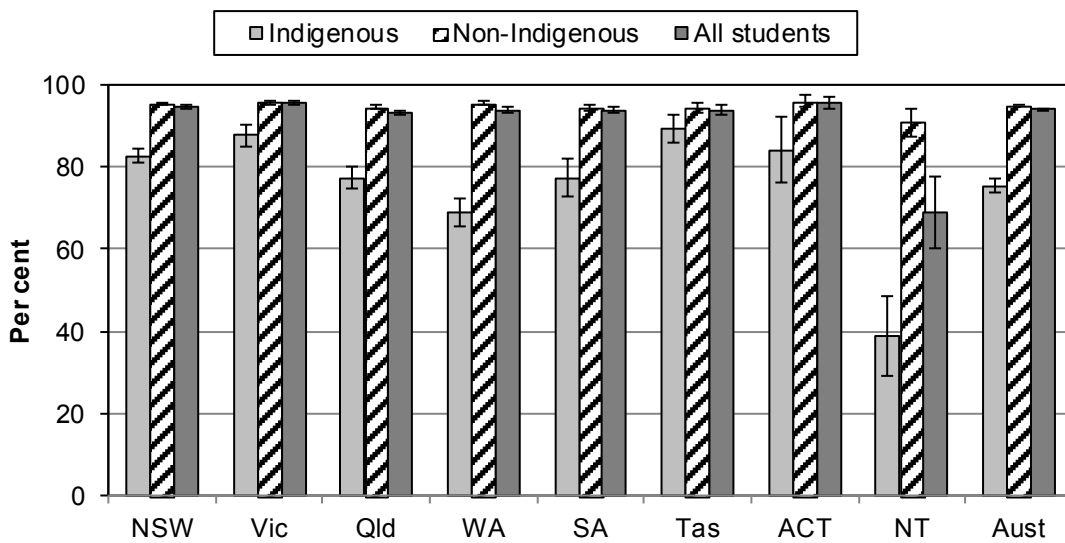


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.39.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.39.

The proportion of year 7 students who achieved at or above the reading national minimum standard in 2011 was 93.9–94.3 per cent nationally. The proportion for Indigenous students (73.8–77.0 per cent) was significantly lower than for non-Indigenous students (94.9–95.3 per cent) (figure 4.27). These proportions varied across jurisdictions.

Figure 4.27 **Proportion of year 7 students achieving at or above the reading national minimum standard, 2012^{a, b}**

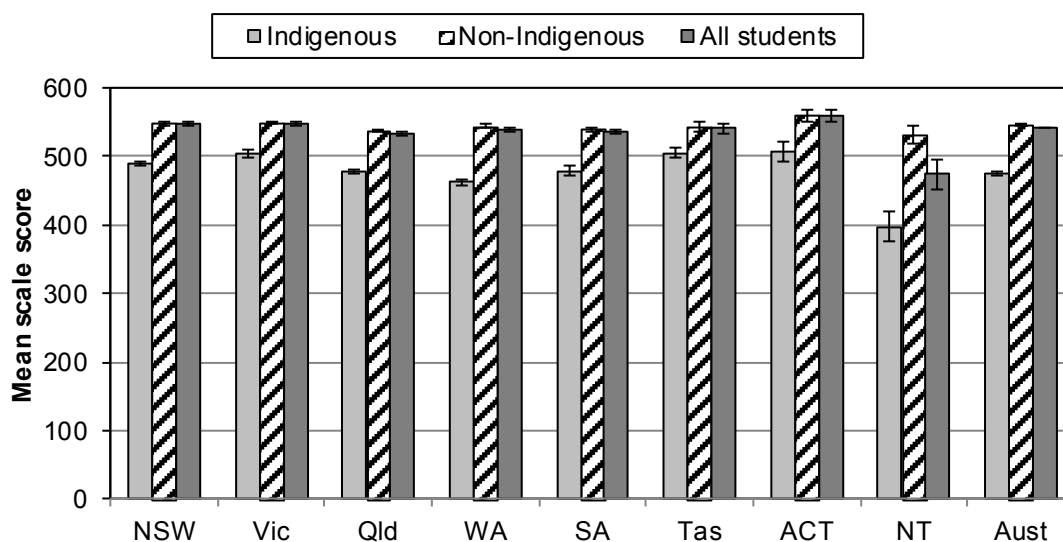


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.36.

The mean scale score for year 7 reading in 2012 for all students was 540.2–542.8 nationally. The mean scale score for Indigenous students (471.4–478.2) was significantly lower than for non-Indigenous students (543.7–546.3) (figure 4.28). Mean scale scores varied across jurisdictions.

Figure 4.28 Mean scale scores for year 7 students, reading, 2012^{a, b}

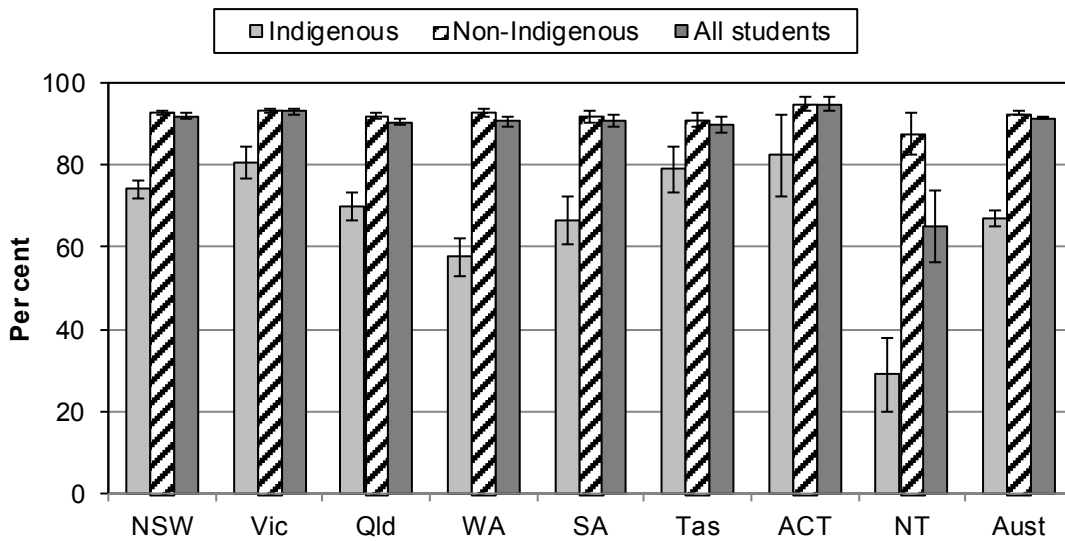


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.39.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.39.

The proportion of year 9 students who achieved at or above the reading national minimum standard in 2012 was 91.0–91.8 per cent nationally. The proportion for Indigenous students (65.3–69.1 per cent) was significantly lower than for non-Indigenous students (92.4–93.0 per cent) (figure 4.29). These proportions varied across jurisdictions.

Figure 4.29 **Proportion of year 9 students achieving at or above the reading national minimum standard, 2012^{a, b}**

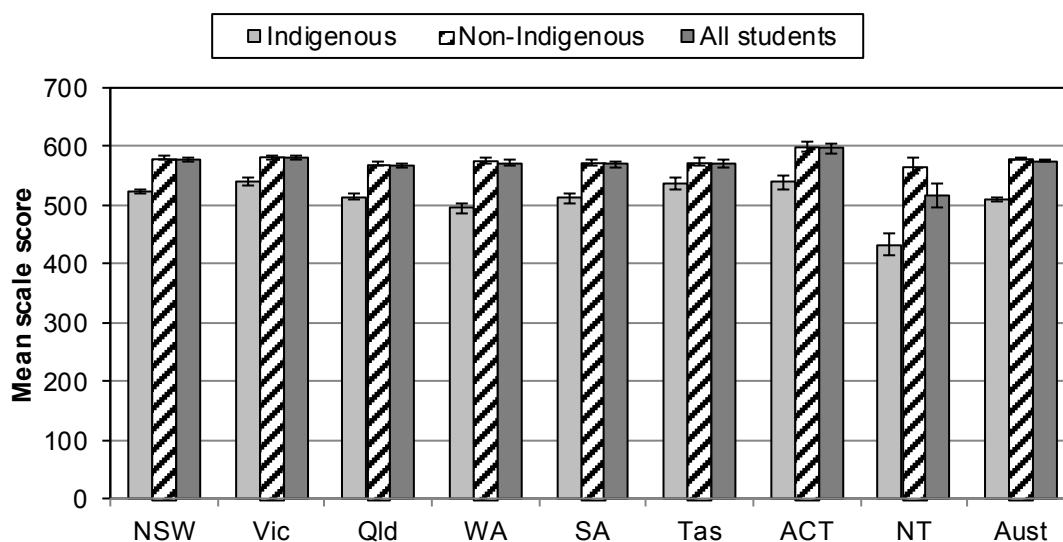


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.36.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.36.

The mean scale score for year 9 reading in 2012 for all students was 573.3–576.3 nationally. The mean scale score for Indigenous students (506.6–513.0) was significantly lower than for non-Indigenous students (576.5–579.5) (figure 4.30). Mean scale scores varied across jurisdictions.

Figure 4.30 Mean scale scores for year 9 students, reading, 2012^{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.39.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.39.

Geolocation

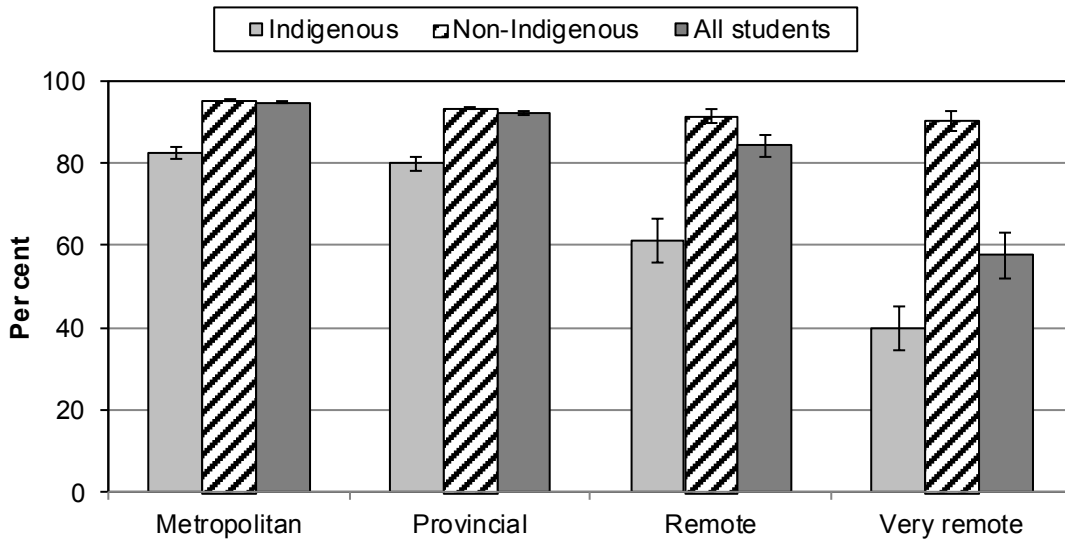
Nationally, in 2012, reading outcomes tended to decline with remoteness. In year 3, for example, 94.6–95.0 per cent of students in metropolitan areas achieved at or above the reading national minimum standard, significantly higher than the proportions of provincial students (91.9–92.7 per cent), remote students (81.7–86.9 per cent) and very remote students (52.1–63.1 per cent) (figure 4.31).

For all geolocation categories across years 3, 5, 7 and 9, reading outcomes nationally for Indigenous students were lower than those for non-Indigenous students. Nationally, outcomes for Indigenous students generally declined as remoteness increased, and the gap in learning outcomes between Indigenous students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 reading literacy are in table 4A.37. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals,

caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.40.

Figure 4.31 National proportion of year 3 students achieving at or above the reading national minimum standard, by Indigenous status and geolocation, 2012^{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.37.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.37.

Socio-economic status

State and Territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in reading assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2012 are included in tables 4A.38 and 4A.41. Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

Time series analysis of NAPLAN reading outcomes

The following time series outcomes are reported:

- The difference between two given years for a level (for example, year 5 reading from 2011 to 2012), for both the proportion at and above the national minimum standard and mean scale scores.
- The gain in mean scale score by a cohort of students as they move between year levels (for example year 3 reading in 2010 to year 5 reading in 2012).

Statistical significance of differences between years

Table 4.7 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard, by Indigenous status, on a national basis across various years. Data for states and territories are in tables 4A.44–51. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Nationally, there was no statistically significant difference in the proportions of all year 5 students achieving at or above the national minimum standard, for reading, from 2008 to 2012 or from 2011 to 2012. There was a statistically significant increase in the mean scale score for all year 5 students from 2008 to 2012 but no statistically significant difference from 2011 to 2012 (table 4.7).

There was no statistically significant difference in the proportions at and above national minimum standard, or in mean scale scores, for Indigenous students from 2008 to 2012 and 2011 to 2012. There was a statistically significant increase in the mean scale score for non-Indigenous students from 2008 to 2012, but no statistically significant difference from 2011 to 2012. There was no statistically significant difference in the proportions of year 5 non-Indigenous students achieving at or above the national minimum standard, from 2008 to 2012 or from 2011 to 2012 (table 4.7).

Data for years 3, 7 and 9 and proportions at or above national minimum standard for LBOTE students and by sex are included separately for each State and Territory and nationally in tables 4A.44–52.

Table 4.7 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 5 reading, and statistical significance of differences, Australia^{a, b}

	<i>Statistical significance of difference in average achievement</i>				
	2008	2011	2012	2008 to 2012	2011 to 2012
Indigenous students					
Mean scale score	403.4 ± 4.1	409.8 ± 4.1	409.0 ± 5.5	•	•
At or above NMS	63.4 ± 1.8	66.4 ± 1.7	64.7 ± 1.9	•	•
Non-Indigenous students					
Mean scale score	488.7 ± 1.0	492.3 ± 1.0	498.0 ± 1.0	↑	•
At or above NMS	92.6 ± 0.2	92.9 ± 0.2	93.1 ± 0.2	•	•
All students					
Mean scale score	484.4 ± 1.1	488.1 ± 1.1	493.6 ± 1.1	↑	•
At or above NMS	91.0 ± 0.3	91.5 ± 0.3	91.6 ± 0.3	•	•

NMS = National Minimum Standard. ↑ = Average achievement significantly higher, statistically. • = No significant difference, statistically.

^a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See section 2.5 of the statistical context chapter for more information on confidence intervals. ^b For further information and caveats see table 4A.52.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney; table 4A.52.

Cohort gain

Analysis of NAPLAN mean scale score data for the years 2008 to 2010 and 2010 to 2012 enables comparisons of outcomes for the same cohort of students over time (box 4.9). This chapter reports on gains in reading and numeracy from year 3 in 2008 to year 5 in 2010 and year 7 in 2012. Student gain for other cohorts (year 5 in 2008 to year 7 in 2010 and year 9 in 2012; and year 3 in 2010 to year 5 in 2012) are included in attachment tables. Data for cohort gain from 2009 to 2011 were included in the 2013 Report.

Box 4.9 Achievement and gain

For national reporting purposes, gain is the difference in mean scale scores in a domain for the same cohort of students between two testing years, for example between 2010 and 2012. The cohorts between the two years are not matched — that is, there will be differences between the exact composition of the student body in any given State or Territory.

A feature of gain in NAPLAN performance is that the size of the gain tends to be associated with the level of prior performance: the lower the prior performance, the more likely the possibility of greater gain. Further, for literacy and numeracy, student gain is greater in the early years. Few of the differences across states and territories in the gains made between 2008 and 2010 and between 2010 and 2012 are statistically significant. This report includes confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period.

Source: ACARA (2012b).

From year 3 in 2008 to year 5 in 2010, the gain in reading mean scale score (on the common national scale for Years 3, 5, 7 and 9, ranging from 0 to 1000) was between 79.0 and 94.8 points nationally. For the same cohort, from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 47.0 and 61.2 points nationally.

For Indigenous students, year 3 in 2008 to year 5 in 2010 the mean scale score gain was between 85.9 and 105.9 points and from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 56.6 and 73.8 points nationally. For non-Indigenous students, year 3 in 2008 to year 5 in 2010 the mean scale score gain was between 78.5 and 94.3 points and from year 5 in 2010 to year 7 in 2012, the mean scale score was between 46.5 and 60.7 points nationally.

These mean scale score gains varied across jurisdictions (table 4.8). Data for other cohorts from 2008–2010 and 2010–2012 are in table 4A.53.

Table 4.8 **Gain in mean scale score for reading: year 3 (2008) to year 5 (2010) to year 7 (2012)^{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 students									
2008 Year 3	347.5 ± 3.6	368.9 ± 6.3	309.5 ± 7.6	292.7 ± 7.1	329.7 ± 8.7	376.6 ± 9.4	359.5 ± 17.6	208.1 ± 19.5	313.7 ± 4.9
2010 Year 5	433.3 ± 3.4	454.4 ± 6.5	411.3 ± 4.7	387.3 ± 6.1	408.8 ± 7.5	451.9 ± 8.8	430.6 ± 14.7	326.7 ± 18.8	409.6 ± 3.8
2012 Year 7	489.9 ± 3.2	504.3 ± 5.5	478.0 ± 4.0	462.0 ± 5.2	478.4 ± 7.6	505.0 ± 7.9	507.4 ± 14.2	397.3 ± 22.7	474.8 ± 3.4
Gain 2008-2010	85.8 ± 9.2	85.5 ± 11.9	101.8 ± 11.8	94.6 ± 12.2	79.1 ± 13.9	75.3 ± 15.0	71.1 ± 24.1	118.6 ± 28.2	95.9 ± 10.0
Gain 2010-2012	56.6 ± 8.4	49.9 ± 11.0	66.7 ± 9.3	74.7 ± 10.6	69.6 ± 12.8	53.1 ± 13.7	76.8 ± 21.6	70.6 ± 30.3	65.2 ± 8.6
Non-Indigenous students									
2008 Year 3	414.9 ± 1.7	420.6 ± 1.6	375.9 ± 2.4	394.5 ± 2.7	403.9 ± 3.1	403.4 ± 5.2	422.8 ± 5.7	382.5 ± 8.1	405.0 ± 1.1
2010 Year 5	498.7 ± 1.9	502.7 ± 1.7	473.4 ± 1.9	484.5 ± 2.6	479.1 ± 2.9	488.0 ± 5.3	510.4 ± 5.4	475.4 ± 6.1	491.4 ± 1.0
2012 Year 7	548.7 ± 2.9	549.1 ± 2.6	536.8 ± 1.9	543.3 ± 2.9	539.5 ± 2.8	542.8 ± 6.8	559.8 ± 8.3	530.8 ± 13.2	545.0 ± 1.3
Gain 2008-2010	83.8 ± 8.2	82.1 ± 8.1	97.5 ± 8.4	90.0 ± 8.6	75.2 ± 8.9	84.6 ± 10.7	87.6 ± 11.0	92.9 ± 12.8	86.4 ± 7.9
Gain 2010-2012	50.0 ± 7.8	46.4 ± 7.6	63.4 ± 7.4	58.8 ± 7.9	60.4 ± 8.0	54.8 ± 11.1	49.4 ± 12.1	55.4 ± 16.1	53.6 ± 7.1
All students									
2008 Year 3	412.3 ± 1.8	419.9 ± 1.6	371.1 ± 2.6	386.7 ± 3.1	400.5 ± 3.3	401.2 ± 4.9	421.0 ± 5.9	306.6 ± 19.9	400.5 ± 1.2
2010 Year 5	496.2 ± 1.9	502.2 ± 1.7	468.7 ± 2.1	477.5 ± 2.8	476.5 ± 3.0	484.6 ± 5.5	508.6 ± 5.5	412.1 ± 18.1	487.4 ± 1.1
2012 Year 7	546.1 ± 2.9	548.3 ± 2.6	532.7 ± 2.0	537.8 ± 3.0	537.0 ± 2.9	540.6 ± 7.4	558.6 ± 8.3	474.3 ± 22.2	541.5 ± 1.3
Gain 2008-2010	83.9 ± 8.2	82.3 ± 8.1	97.6 ± 8.4	90.8 ± 8.8	76.0 ± 9.0	83.4 ± 10.7	87.6 ± 11.1	105.5 ± 27.7	86.9 ± 7.9
Gain 2010-2012	49.9 ± 7.8	46.1 ± 7.6	64.0 ± 7.5	60.3 ± 8.1	60.5 ± 8.1	56.0 ± 11.6	50.0 ± 12.1	62.2 ± 29.5	54.1 ± 7.1

^a The mean scale scores for 2008, 2010 and 2012 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2010 to 2012 of 80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period. ^b The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions or between subgroups.

Source: ACARA (2012 and unpublished) *2012 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.53.

NAPLAN Numeracy

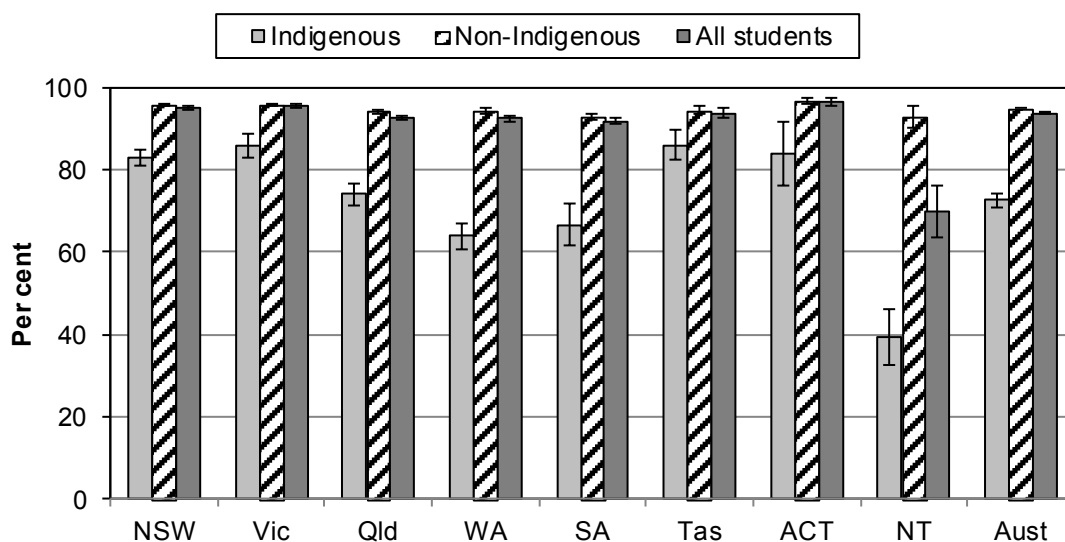
This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the numeracy domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups,

including male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) are included in tables 4A.71–88.

All students and Indigenous students

The proportion of year 3 students who achieved at or above the numeracy national minimum standard in 2012 was 93.7–94.1 per cent nationally. The proportion for Indigenous students (71.1–74.3 per cent) was significantly lower than for non-Indigenous students (94.9–95.3 per cent) (figure 4.32). These proportions varied across jurisdictions.

Figure 4.32 Proportion of year 3 students achieving at or above the numeracy national minimum standard, 2012^{a, b}

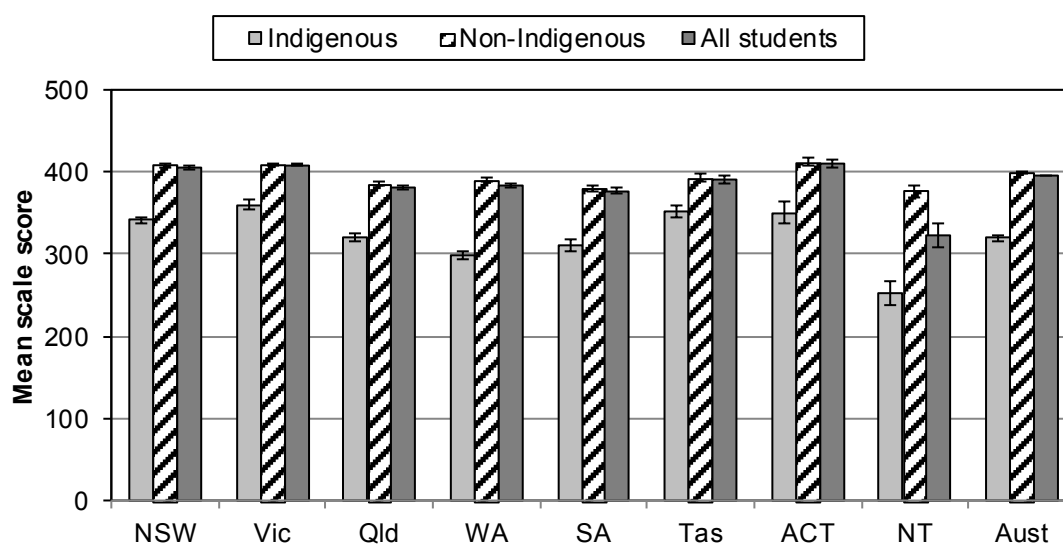


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.71.

Source: ACARA (2011 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.71.

Nationally in 2012, the mean scale score for year 3 numeracy for all students was 394.5–396.5. The mean scale score for Indigenous students (316.9–323.3) was significantly lower than for non-Indigenous students (398.6–400.4). Mean scale scores varied across jurisdictions (figure 4.33).

Figure 4.33 Mean scale scores for year 3 students, numeracy, 2012^{a, b}

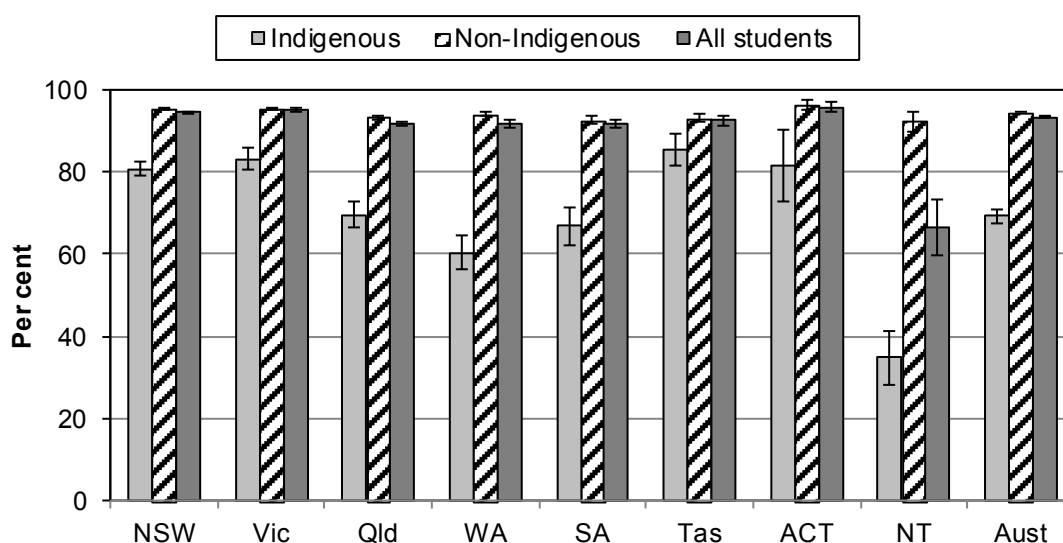


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.74.

Source: ACARA (2012 and unpublished) *2012 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.74.

The proportion of year 5 students who achieved at or above the numeracy national minimum standard in 2012 was 93.1–93.5 per cent nationally. The proportion for Indigenous students (67.3–71.1 per cent) was significantly lower than for non-Indigenous students (94.4–94.8 per cent) (figure 4.34). These proportions varied across jurisdictions.

Figure 4.34 **Proportion of year 5 students achieving at or above the numeracy national minimum standard, 2012^{a, b}**

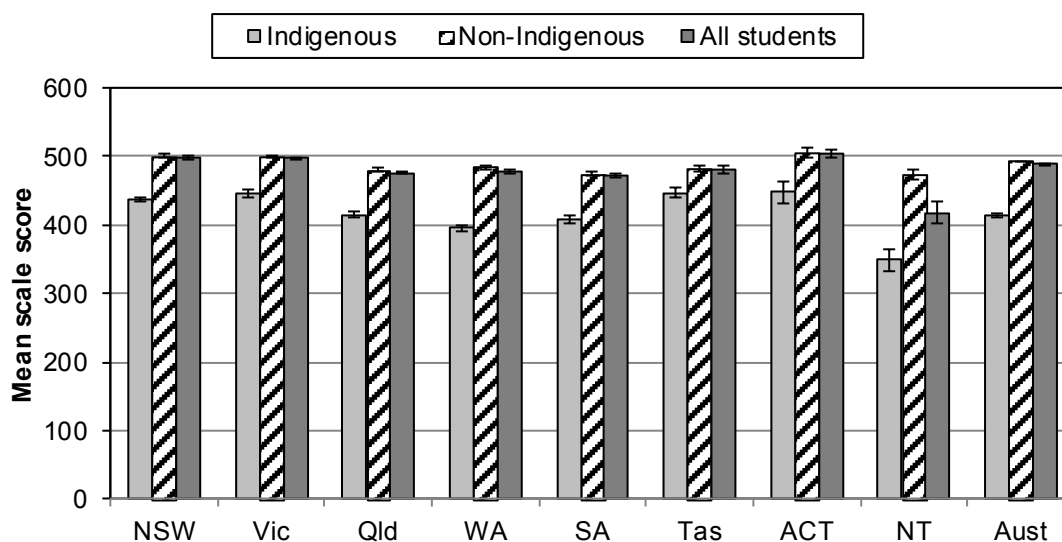


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.71.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.71.

Nationally in 2012, the mean scale score for year 5 numeracy for all students was 487.7–489.7. The mean scale score for Indigenous students (410.3–417.7) was significantly lower than for non-Indigenous students (491.6–493.6) (figure 4.35). Mean scale scores varied across jurisdictions.

Figure 4.35 Mean scale scores for year 5 students, numeracy, 2012^{a, b}

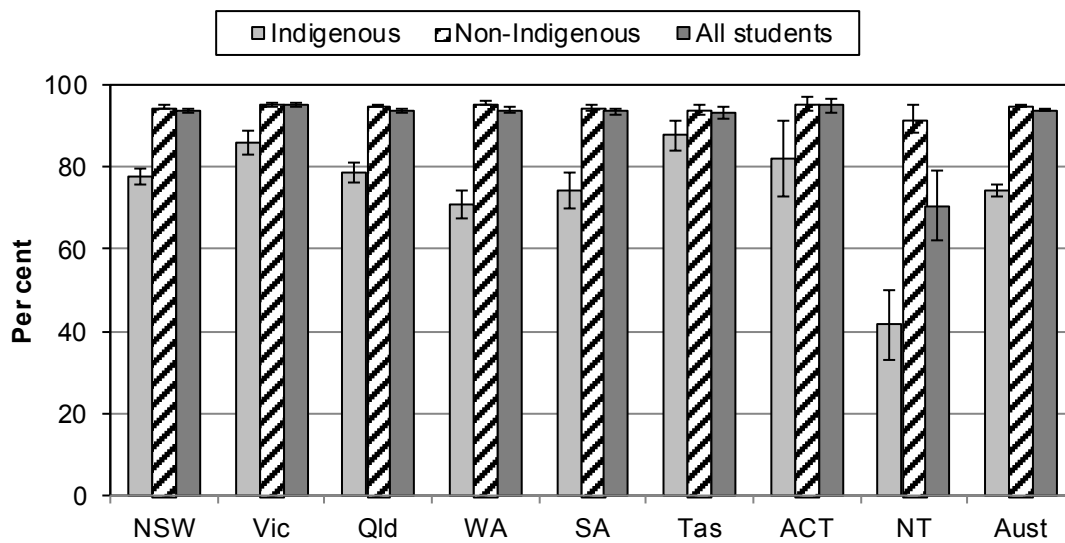


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.74.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.74.

The proportion of year 7 students who achieved at or above the numeracy national minimum standard in 2012 was 93.5–94.1 per cent nationally. The proportion of Indigenous students (72.9–75.9 per cent) was significantly lower than for non-Indigenous students (94.7–95.1 per cent) (figure 4.36). These proportions varied across jurisdictions.

Figure 4.36 **Proportion of year 7 students achieving at or above the numeracy national minimum standard, 2012^{a, b}**

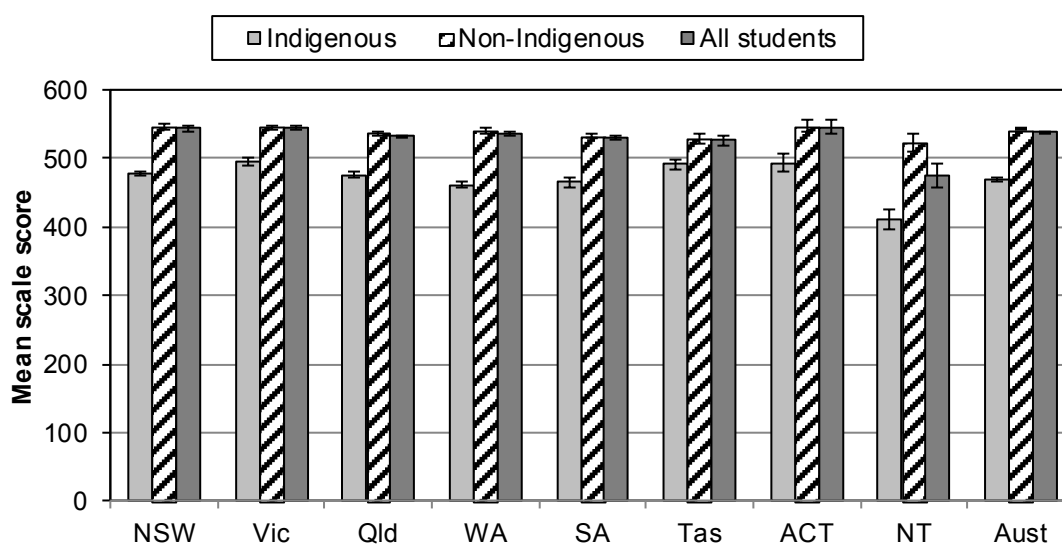


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.71.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.71.

Nationally in 2012, the mean scale score for year 7 numeracy for all students was 536.5–539.7. The mean scale score Indigenous students (466.8–472.0) was significantly lower than for non-Indigenous students (540.2–543.4) (figure 4.37). Mean scale scores varied across jurisdictions.

Figure 4.37 Mean scale scores for year 7 students, numeracy, 2012^{a, b}

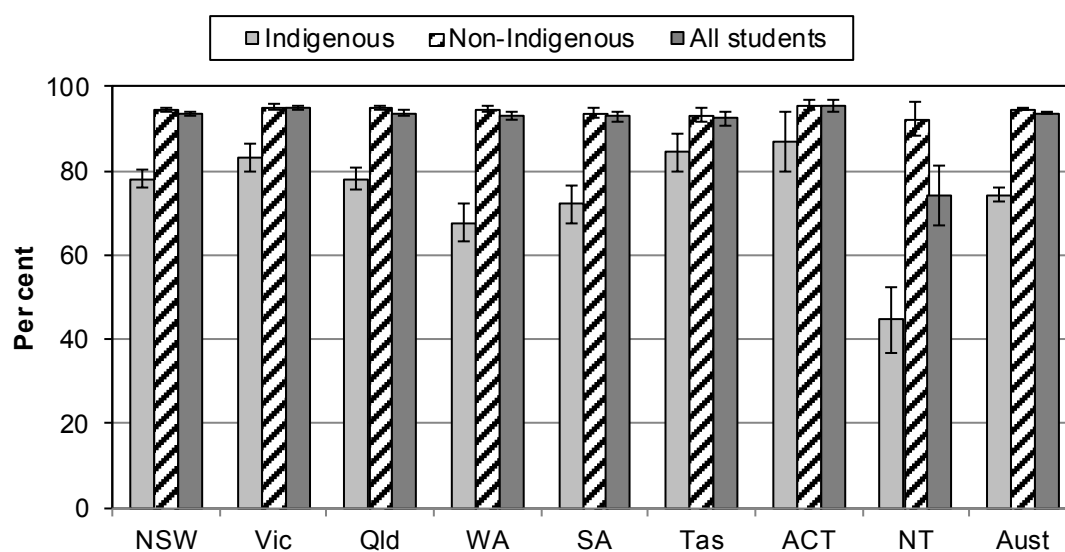


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.74.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.74.

The proportion of year 9 students who achieved at or above the numeracy national minimum standard in 2012 was 93.4–94.0 per cent nationally. The proportion of Indigenous students (72.6–75.8 per cent) was significantly lower than for non-Indigenous students (94.4–95.0 per cent) (figure 4.38). These proportions varied across jurisdictions.

Figure 4.38 Proportion of year 9 students achieving at or above the numeracy national minimum standard, 2012^{a, b}

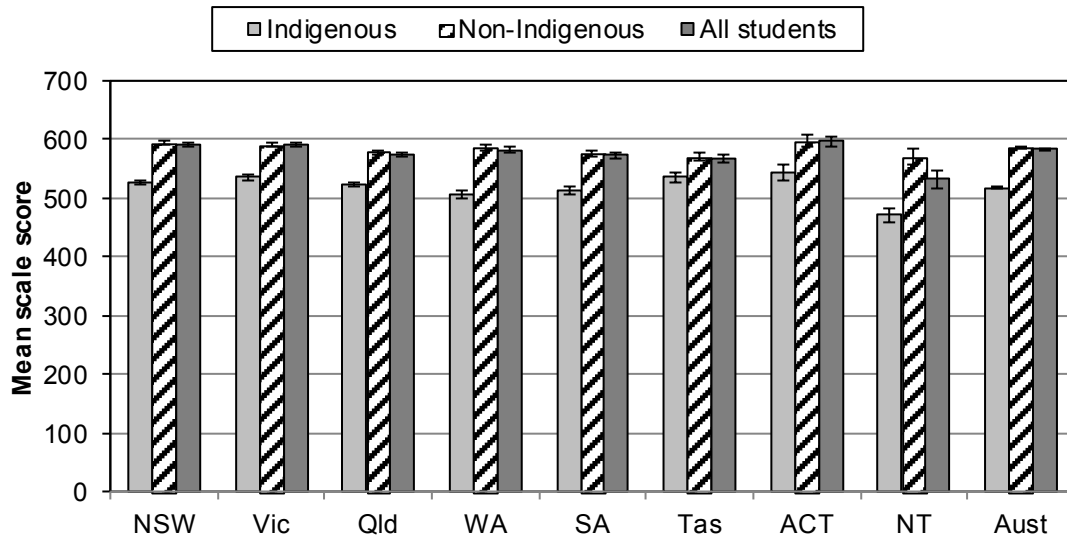


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.71.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.71.

Nationally in 2012, the mean scale score for year 9 numeracy for all students was 582.3–586.1. The mean scale score for Indigenous students (515.8–520.6) was significantly lower than for non-Indigenous students (585.6–589.4) (figure 4.39). Mean scale scores varied across jurisdictions.

Figure 4.39 Mean scale scores for year 9 students, numeracy, 2012^{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.74.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.74.

Geolocation

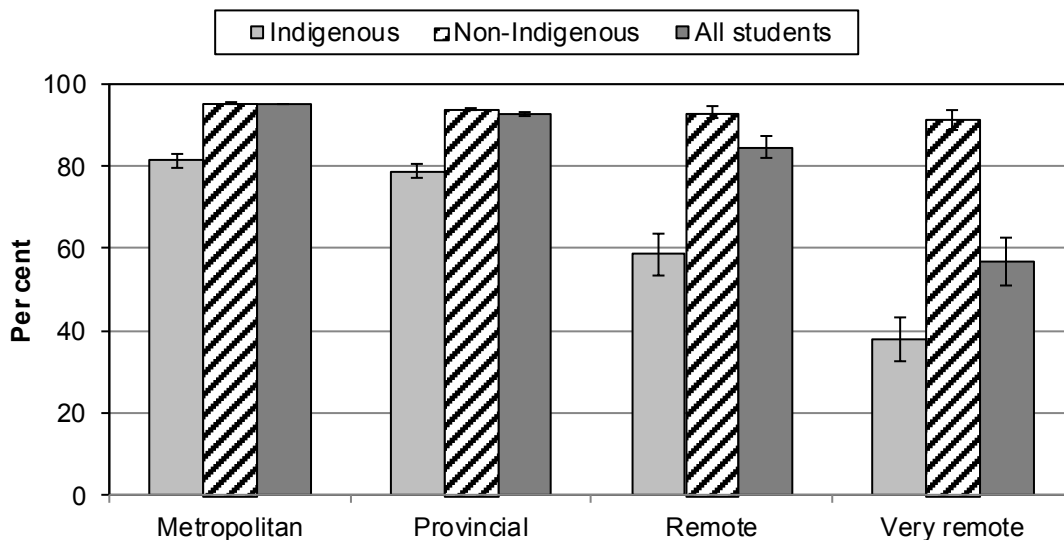
Across all year levels, numeracy outcomes tended to decline with remoteness. For year 3, for example, 94.9–95.3 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (92.2–93.0 per cent), remote students (82.0–87.2 per cent) and very remote students (50.9–62.5 per cent) (figure 4.40).

For all geolocation categories across years 3, 5, 7 and 9, the numeracy outcomes nationally for Indigenous students were lower than those for non-Indigenous students. Nationally, outcomes for Indigenous students generally declined as remoteness increased, and the gap in learning outcomes between Indigenous students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 numeracy literacy are in table 4A.72. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals,

caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.75.

Figure 4.40 National proportion of year 3 students achieving at or above the numeracy national minimum standard, by Indigenous status and geolocation, 2012^{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.72.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.72.

Socio-economic status

State and Territory data on the proportions of students achieving at or above the national minimum standard and mean scale scores in numeracy assessment for years 3, 5, 7 and 9 by parental education and parental occupation for 2012 are included in tables 4A.73 and 4A.76. Data for 2011 and 2012 were included in the 2012 Report and the 2013 Report.

Time series analysis of NAPLAN numeracy outcomes

The following time series outcomes are reported:

- The difference between two given years for a level (for example, year 5 numeracy from 2011 to 2012), for both the proportion at and above the national minimum standard and mean scale scores.
- The gain in mean scale score by a cohort of students as they move between year levels (for example year 3 numeracy in 2010 to year 5 numeracy in 2012).

Statistical significance of differences between years

Nationally, there was no statistically significant difference in the proportions of year 5 students achieving at or above the national minimum standard, for numeracy, from 2008 to 2012 but a statistically significant decrease from 2011 to 2012. There was a statistically significant increase in the mean scale score for year 5 students from 2008 to 2012 but no statistically significant difference from 2011 to 2012 (table 4.9).

There was no statistically significant difference in the proportions at and above national minimum standard, or in mean scale scores, for Indigenous students from 2008 to 2012, but there was a statistically significant decrease in both from 2011 to 2012. There was a statistically significant increase in the mean scale score for non-Indigenous students from 2008 to 2012, but no statistically significant difference from 2011 to 2012. There was no statistically significant difference in the proportions of year 5 non-Indigenous students achieving at or above the national minimum standard, from 2008 to 2012, but a statistically significant decrease from 2011 to 2012 (table 4.9).

Table 4.9 provides a summary of differences in achievement at year 5 for mean scale score and proportions at and above national minimum standard, by Indigenous status, on a national basis across various years. Data for states and territories are in tables 4A.79–86. These data are not comparable across jurisdictions and can only be used for a comparison across time for a jurisdiction, or nationally.

Data for years 3, 7 and 9 and proportions at or above national minimum standard for LBOTE students and by sex are included separately for each State and Territory and nationally in tables 4A.79–87.

Table 4.9 Mean scale scores and proportion of students who achieved at or above the national minimum standard for year 5 numeracy, and statistical significance of differences, Australia^{a, b}

	<i>Statistical significance of difference in average achievement</i>				
	2008	2011	2012	2008 & 2012	2011 & 2012
Indigenous students					
Mean scale score	408.0 ± 2.8	421.1 ± 2.7	414.0 ± 3.7	•	↓
At or above NMS	69.2 ± 1.7	75.2 ± 1.5	69.2 ± 1.9	•	↓
Non-Indigenous students					
Mean scale score	479.5 ± 1.0	491.3 ± 1.0	492.6 ± 1.0	↑	•
At or above NMS	94.0 ± 0.2	95.5 ± 0.2	94.6 ± 0.2	•	↓
All students					
Mean scale score	475.9 ± 1.1	487.8 ± 1.1	488.7 ± 1.0	↑	•
At or above NMS	92.7 ± 0.2	94.4 ± 0.2	93.3 ± 0.2	•	↓

NMS = National Minimum Standard. ↑ = Average achievement significantly higher, statistically. • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

^a The mean scale scores and proportions at or above national minimum standard reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant differences between years. See section 2.5 of the 'statistical context' chapter for more information on confidence intervals. ^b For further information and caveats see table 4A.87.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*, ACARA, Sydney; table 4A.87.

Cohort gain

Analysis of NAPLAN mean scale score data for the years 2008 to 2010 and 2010 to 2012 enables comparisons of outcomes for the same cohort of students over time (box 4.9). From year 3 in 2008 to year 5 in 2010, the gain in numeracy mean scale score (on the common national scale for Years 3, 5, 7 and 9, ranging from 0 to 1000) was between 83.6 and 100.2 points nationally. For the same cohort, from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 43.3 and 55.3 points nationally.

For Indigenous students, year 3 in 2008 to year 5 in 2010 the mean scale score gain was between 80.0 and 98.6 points and from year 5 in 2010 to year 7 in 2012, the mean scale score gain was between 45.4 and 59.6 points nationally. For non-Indigenous students, year 3 in 2008 to year 5 in 2010 the mean scale score gain was between 83.8 and 100.4 points and from year 5 in 2010 to year 7 in 2012, the gain was between 43.2 and 55.2 points nationally.

These mean scale score gains varied across jurisdictions (table 4.10). Data for other cohorts from 2008–2010 and 2010–2012 are in table 4A.88.

Table 4.10 **Gain in mean scale score for numeracy: year 3 (2008) to year 5 (2010) to year 7 (2012)^{a, b}**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Indigenous students									
2008 Year 3	350.3 ± 3.1	376.9 ± 5.5	316.2 ± 6.4	313.9 ± 5.1	330.7 ± 6.5	377.1 ± 8.2	355.1 ± 16.2	275.0 ± 11.0	327.6 ± 3.3
2010 Year 5	435.8 ± 3.0	457.0 ± 5.8	419.5 ± 4.5	398.0 ± 6.0	406.9 ± 6.8	450.0 ± 8.0	434.7 ± 12.8	351.6 ± 13.0	416.9 ± 3.1
2012 Year 7	477.4 ± 3.2	494.6 ± 5.2	475.9 ± 3.7	461.0 ± 5.0	464.8 ± 6.3	491.0 ± 7.3	493.1 ± 12.2	410.1 ± 15.0	469.4 ± 2.6
Gain 2008-2010	85.5 ± 9.2	80.1 ± 11.4	103.3 ± 11.3	84.1 ± 11.3	76.2 ± 12.4	72.9 ± 14.1	79.6 ± 22.1	76.6 ± 18.9	89.3 ± 9.3
Gain 2010-2012	41.6 ± 7.2	37.6 ± 9.7	56.4 ± 8.2	63.0 ± 9.7	57.9 ± 10.9	41.0 ± 12.3	58.4 ± 18.6	58.5 ± 20.6	52.5 ± 7.1
Non-Indigenous students									
2008 Year 3	411.3 ± 1.6	417.5 ± 1.4	371.9 ± 2.1	387.4 ± 2.2	391.7 ± 2.5	401.6 ± 4.5	413.1 ± 5.0	386.9 ± 5.9	400.5 ± 1.0
2010 Year 5	501.0 ± 1.9	503.2 ± 1.6	478.5 ± 1.8	483.0 ± 2.4	475.2 ± 2.7	482.8 ± 4.6	500.2 ± 5.0	472.7 ± 5.0	492.6 ± 1.0
2012 Year 7	546.6 ± 3.8	545.3 ± 3.1	536.1 ± 2.0	540.3 ± 3.2	531.8 ± 3.1	528.6 ± 6.6	547.2 ± 9.7	522.7 ± 13.2	541.8 ± 1.6
Gain 2008-2010	89.7 ± 8.5	85.7 ± 8.4	106.6 ± 8.6	95.6 ± 8.8	83.5 ± 9.0	81.2 ± 10.4	87.1 ± 10.7	85.8 ± 11.2	92.1 ± 8.3
Gain 2010-2012	45.6 ± 7.2	42.1 ± 6.7	57.6 ± 6.3	57.3 ± 7.0	56.6 ± 7.1	45.8 ± 9.9	47.0 ± 12.3	50.0 ± 15.2	49.2 ± 6.0
All students									
2008 Year 3	408.9 ± 1.6	416.9 ± 1.4	367.9 ± 2.2	381.9 ± 2.4	388.8 ± 2.7	399.9 ± 4.2	411.5 ± 5.1	338.4 ± 12.4	396.9 ± 1.0
2010 Year 5	498.4 ± 2.0	502.7 ± 1.6	474.1 ± 1.9	476.8 ± 2.6	472.6 ± 2.8	479.4 ± 4.8	498.7 ± 5.1	421.5 ± 14.4	488.8 ± 1.0
2012 Year 7	543.4 ± 3.8	544.3 ± 3.1	532.0 ± 2.1	534.9 ± 3.3	529.1 ± 3.1	526.0 ± 7.1	545.9 ± 9.7	474.7 ± 18.4	538.1 ± 1.6
Gain 2008-2010	89.5 ± 8.5	85.8 ± 8.4	106.2 ± 8.6	94.9 ± 8.9	83.8 ± 9.0	79.5 ± 10.3	87.2 ± 10.8	83.1 ± 20.5	91.9 ± 8.3
Gain 2010-2012	45.0 ± 7.2	41.6 ± 6.7	57.9 ± 6.4	58.1 ± 7.1	56.5 ± 7.1	46.6 ± 10.3	47.2 ± 12.4	53.2 ± 24.1	49.3 ± 6.0

^a The mean scale scores for 2008, 2010 and 2012 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2010 to 2012 of 80.1 ± 2.7). Confidence intervals for the gain provide an indication of the level of uncertainty of the gain over the two year period. ^b The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions or between subgroups.

Source: ACARA (2012 and unpublished) *2012 National Assessment Program — Literacy and Numeracy: Achievement in Numeracy, Writing, Language Conventions and Numeracy*; table 4A.88.

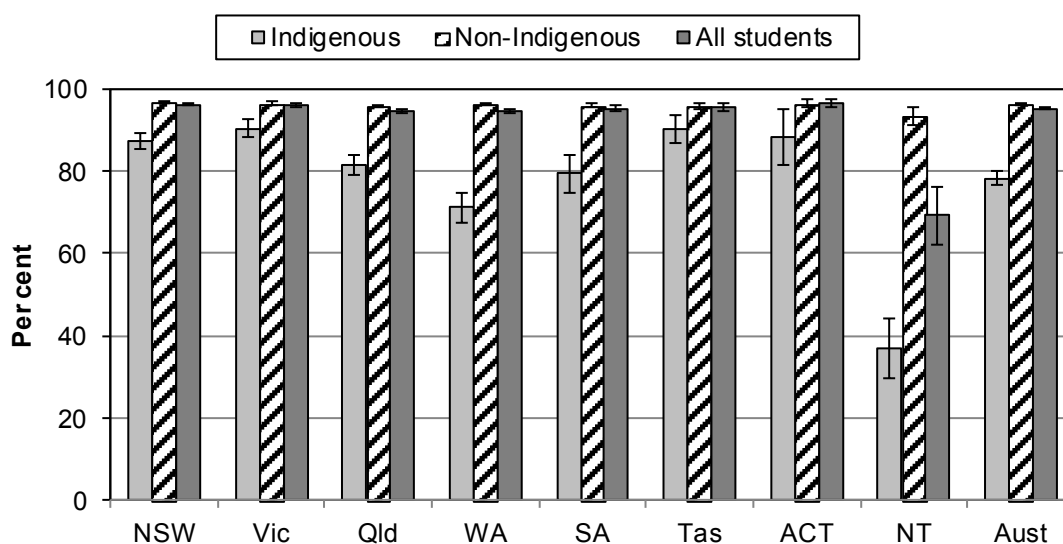
NAPLAN Persuasive Writing

This section of the learning outcomes indicator provides key outcomes for NAPLAN testing (years 3, 5, 7 and 9) in the persuasive writing domain. Indigenous outcomes are highlighted, but outcomes for a range of other equity groups including

male, female, LBOTE, geolocation and socio-economic status (parental education and parental occupation) for 2012 are included in tables 4A.54–70.

The proportion of year 3 students who achieved at or above the persuasive writing national minimum standard in 2012 was 95.1–95.5 per cent nationally. The proportion of Indigenous students (76.6–80.0 per cent) was significantly lower than for non-Indigenous students (96.3–96.5 per cent). These proportions varied across jurisdictions (figure 4.41).

Figure 4.41 Proportion of year 3 students achieving at or above the persuasive writing national minimum standard, 2012^{a, b}

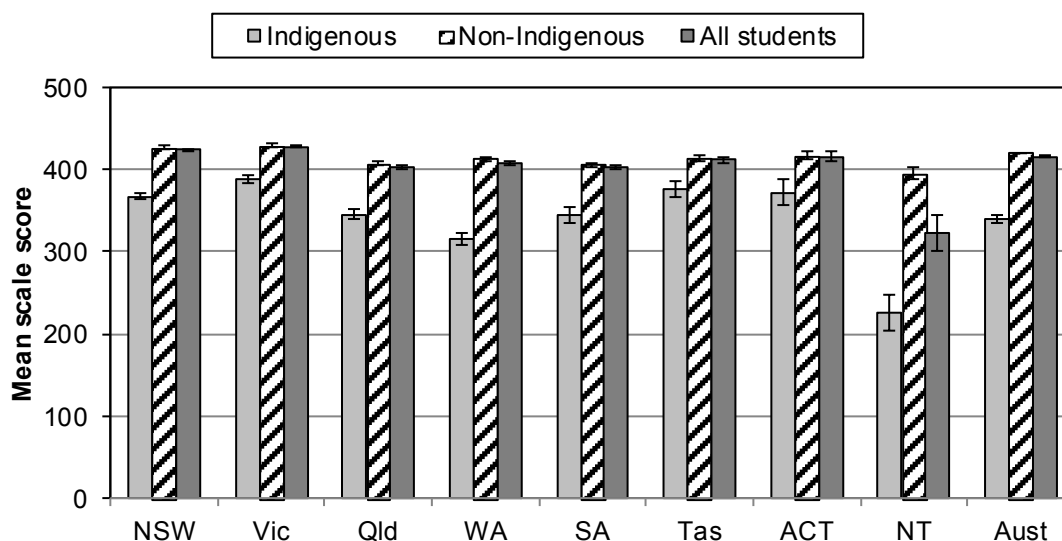


^a Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b For further information and caveats see table 4A.54.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.54.

Nationally in 2012, the mean scale score for year 3 persuasive writing for all students was 414.9–416.7. The mean scale score for Indigenous students (335.0–344.6) was significantly lower than for non-Indigenous students (419.3–420.9). Mean scale scores varied across jurisdictions (figure 4.42).

Figure 4.42 Mean scale scores for year 3 students, persuasive writing, 2012^{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.57.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.57.

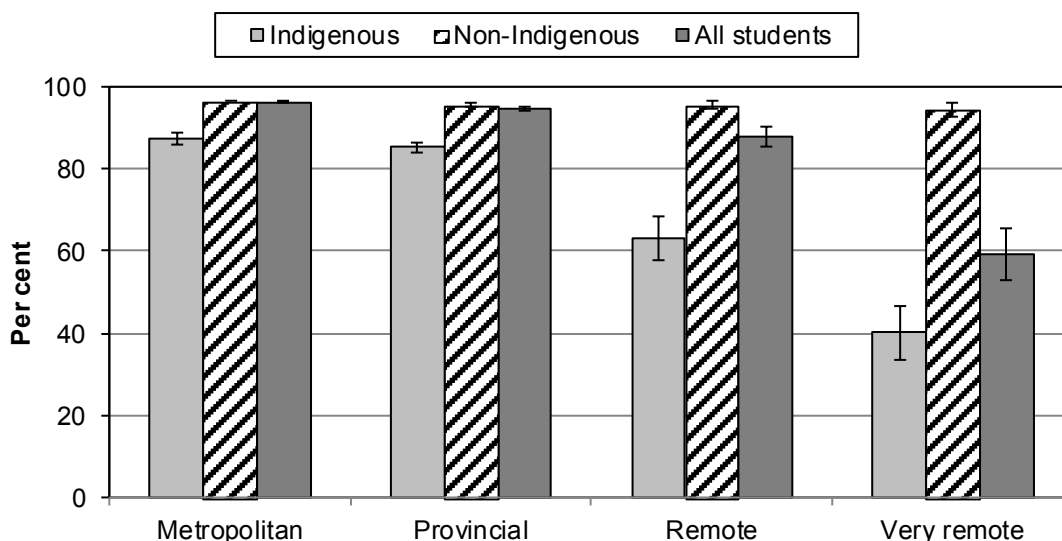
Geolocation

Across all year levels, persuasive writing outcomes tended to decline with remoteness. For year 3, for example, 96.0–96.4 per cent of students in metropolitan areas achieved at or above the national minimum standard, higher than the proportion for provincial students (94.3–94.9 per cent), remote students (85.2–90.2 per cent) and very remote students (52.8–65.6 per cent) (figure 4.43).

For all geolocation categories across years 3, 5, 7 and 9, the persuasive writing outcomes nationally for Indigenous students were lower than those for non-Indigenous students. Nationally, outcomes for Indigenous students generally declined as remoteness increased, and the gap in learning outcomes between Indigenous students and non-Indigenous students was generally greater in remote and very remote areas than in metropolitan and provincial areas.

State and Territory results by Indigenous status and geolocation for years 3, 5, 7 and 9 persuasive writing are in table 4A.55. The general pattern in jurisdictions appears similar to the national results. However, due to relatively large confidence intervals, caution should be exercised when making comparisons for some data. Mean scale score results by Indigenous status and geolocation are provided in table 4A.58.

Figure 4.43 National proportion of year 3 students achieving at or above the persuasive writing national minimum standard, by Indigenous status and geolocation, 2012^{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.55.

Source: ACARA (2012 and unpublished) *NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012*; table 4A.55.

Data for years 5, 7 and 9, and outcomes by equity group, parental education and parental occupation for 2012 are in tables 4A.54–59.

Statistical significance of differences for persuasive writing between 2011 and 2012 for years 3, 5, 7 and 9 for mean scale scores and proportions at and above national minimum standard are included separately for each state and territory and nationally in tables 4A.62–70. These tables also include proportions at or above national minimum standard for LBOTE students and by sex.

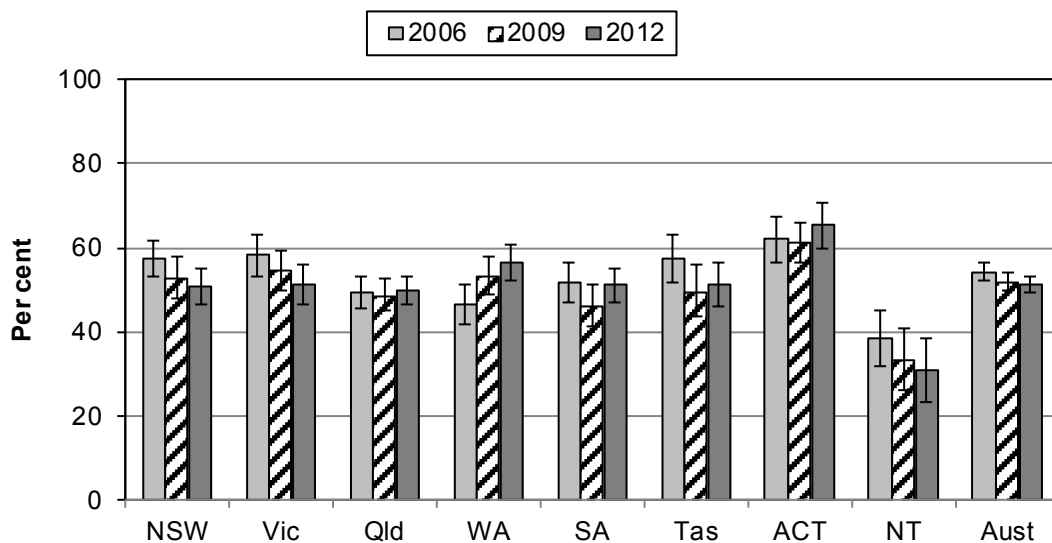
National Assessment Program

National Assessment Program — Science literacy

The National Year 6 Science literacy assessment was conducted for the first time in 2003 and is repeated triennially. In 2012, 13 236 year 6 students from 617 government and non-government schools from all states and territories participated in the assessment (ACARA 2013a).

Nationally in 2012, the proportion of participating year 6 students who achieved at or above the proficient standard in science literacy performance was 49.4–53.4 per cent, not a statistically significant difference from 2006 or 2009. These proportions varied across jurisdictions (figure 4.44).

Figure 4.44 **Proportion of year 6 students achieving at or above the proficient standard, science literacy performance** ^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b National minimum standards such as those set in literacy and numeracy have not been set for science literacy performance. The proficient standard for year 6 science literacy performance is set at proficiency level 3.2, a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

Source: ACARA (2013), *National Assessment Program Science Literacy Year 6 Report 2012*, Sydney; table 4A.89.

Nationally in 2012, 14.3–25.9 per cent of Indigenous year 6 students achieved at the proficient standard or above in science literacy performance, significantly lower than the proportion for non-Indigenous students (50.8–54.8 per cent) (table 4A.91)

Science literacy performance by geolocation and sex are summarised in tables 4A.90–91. Further details, including data by country of birth, and mean scores for all categories are reported in ACARA (2013a).

National Assessment Program — ICT performance

The National Years 6 and 10 ICT performance assessment was conducted for the first time in 2005, and repeated in 2008 and 2011. Nationally, in 2011, 60.0–64.0 per cent of year 6 students achieved at the proficient standard or above, a

statistically significant increase from 54.2–59.8 per cent in 2008. Nationally, in 2011, 62.7–67.3 per cent of year 10 students achieved at the proficient standard or above, not a statistically significant difference from 2008 (63.0–69.0 per cent). Detailed outcomes of the 2011 assessment were included in the 2013 Report. Relevant data are reported in tables 4A.95–96.

National Assessment Program – Civics and citizenship performance

The National Years 6 and 10 Civics and citizenship performance assessment was conducted for the first time in 2004, and was repeated in 2007 and 2010. Nationally, in 2010, 49.6–54.4 per cent of year 6 students achieved at the proficient standard or above, not a statistically significant difference from 50.6–56.2 per cent in 2007. Nationally, in 2010, 45.3–52.7 per cent of year 10 students achieved at the proficient standard or above, a statistically significant increase from 2007 (38.9–44.1 per cent). Detailed outcomes of the 2010 assessment were included in the 2012 Report. Relevant data are reported in tables 4A.92–94.

PISA assessment

The Programme for International Student Assessment (PISA) is a sample assessment undertaken every three years (box 4.10). Data from PISA 2012 are included for the first time in this Report.

Box 4.10 Programme for International Student Assessment

PISA provides learning outcomes data for 15 year olds in three core assessment domains: reading literacy, mathematical literacy and scientific literacy. In 2012, around 510 000 students from 65 countries and economies participated in the PISA assessment. From Australia, this included 14 481 students from 775 schools. Mathematical literacy was the major domain tested in PISA 2012.

Time series comparisons can only be made across PISA data once a subject has been a major assessment domain. All domains have now been the subject of a major assessment, but in different cycles.

The national proficient standard is set at Proficiency level 3.

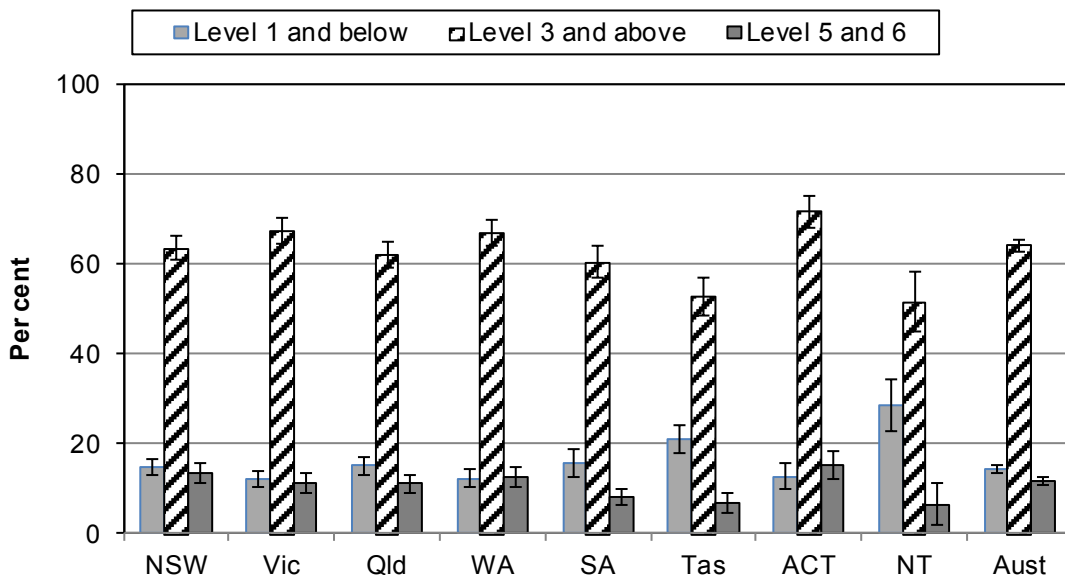
Further information on PISA is available at the PISA website: www.acer.edu.au/ozpisa/reports.

Source: Australian Council for Educational Research (ACER) (2013).

PISA reading literacy

Reading literacy was the major domain tested in the PISA 2000 and 2009 cycles. Reading literacy results from subsequent cycles may be compared with the 2000 cycle. In PISA 2012 the proportion of Australian 15 year old students who achieved at or above the national proficient standard of level 3 in reading literacy nationally was 62.9–65.5 per cent. The proportion of students achieving at level 5 and 6 (the highest levels) was 10.7–12.7 per cent and the proportion of students achieving at level 1 and below was 13.3–15.1 per cent (figure 4.45).

Figure 4.45 Proportion of 15 year old students achieving at or below level 1, at or above level 3, and level 5 or level 6 on the overall reading literacy scale, PISA 2012^{a, b}

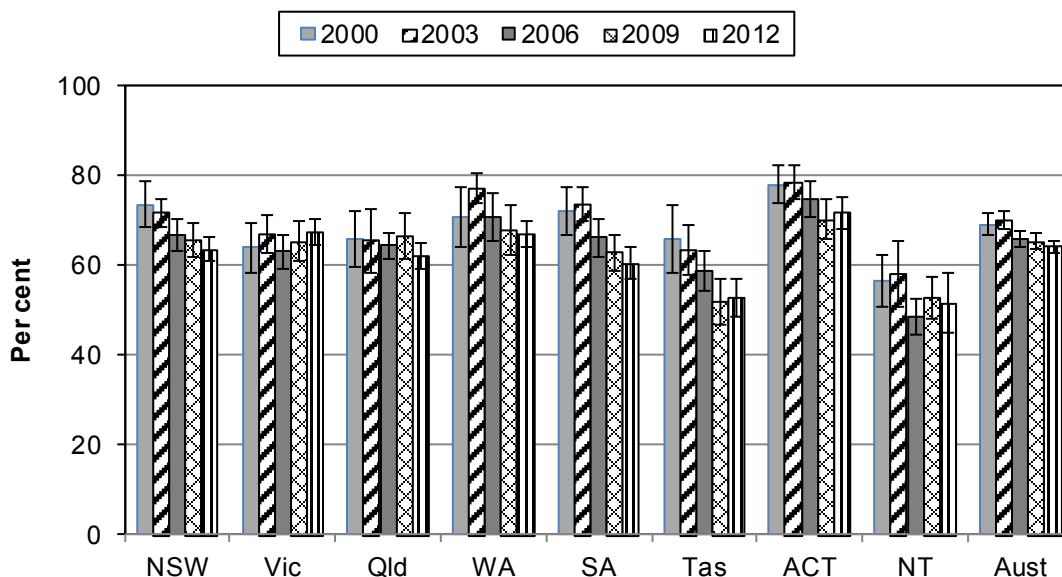


^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable level and Level 1 is the lowest proficiency level. Students who fail to reach the lowest proficiency level are referred to as being below Level 1.

Source: ACER (unpublished); table 4A.100.

The proportion of students achieving at level 3 and above in the overall reading literacy scale for 2012 can be compared to outcomes for earlier years — 66.6–71.4 per cent in PISA 2000, 68.0–71.8 per cent in PISA 2003, 63.8–67.4 per cent in PISA 2006 and 63.5–67.1 per cent in PISA 2009 (figure 4.46).

Figure 4.46 Proportion of 15 year old students achieving level 3 or above, overall PISA reading literacy scale^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'. Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Source: ACER (unpublished); table 4A.97.

The proportion by equity group who achieved level 3 or above for reading literacy in 2012 was:

- 55.6–59.2 per cent for male students, lower than for female students (69.7–73.1 per cent)
- 27.3–33.9 per cent for Indigenous students, compared with 64.1–66.7 per cent for non-Indigenous students
- 31.0–55.2 per cent for geographically remote students
- 43.9–48.9 per cent for students from low socio-economic status families (table 4A.98).

These outcomes varied across jurisdictions. Data relating to outcomes for the PISA 2006, 2009 and 2012 reading surveys by socio-economic status are in table 4A.99 and for each achievement level for PISA 2012, including statistical significance of differences in mean scores are in table 4A.100. Data comparing outcomes for PISA surveys for the reading domain in 2000, 2003, 2006, 2009 and 2012 are in

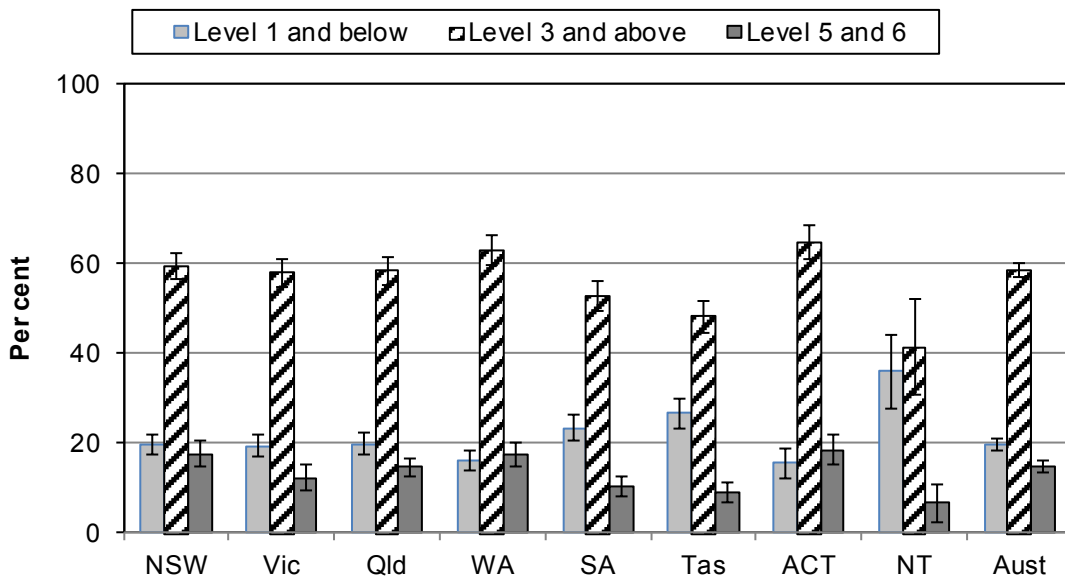
table 4A.97 and table 4A.98 and significance of differences in mean scores between PISA 2000 and PISA 2012 are in table 4A.109.

Results of the PISA 2009 Digital Reading Literacy Assessment were released in 2012. Students in every State and Territory performed significantly higher in digital than print reading literacy (ACER 2012a).

PISA mathematical literacy

Mathematical literacy was the major domain tested in the PISA 2003 and 2012 surveys. Mathematical literacy results from subsequent cycles may be compared with the 2003 cycle. In PISA 2012 the proportion of Australian 15 year old students who achieved at or above the national proficient standard of level 3 in mathematical literacy was 56.9–59.9 per cent. The proportion of students achieving at level 5 and 6 (the highest levels) was 13.5–16.1 per cent and the proportion of students achieving at level 1 and below was 18.5–20.9 per cent (figure 4.47).

Figure 4.47 Proportion of 15 year old students achieving at or below level 1, at or above level 3, and level 5 or level 6 on the overall mathematical literacy scale, PISA 2012^{a, b}

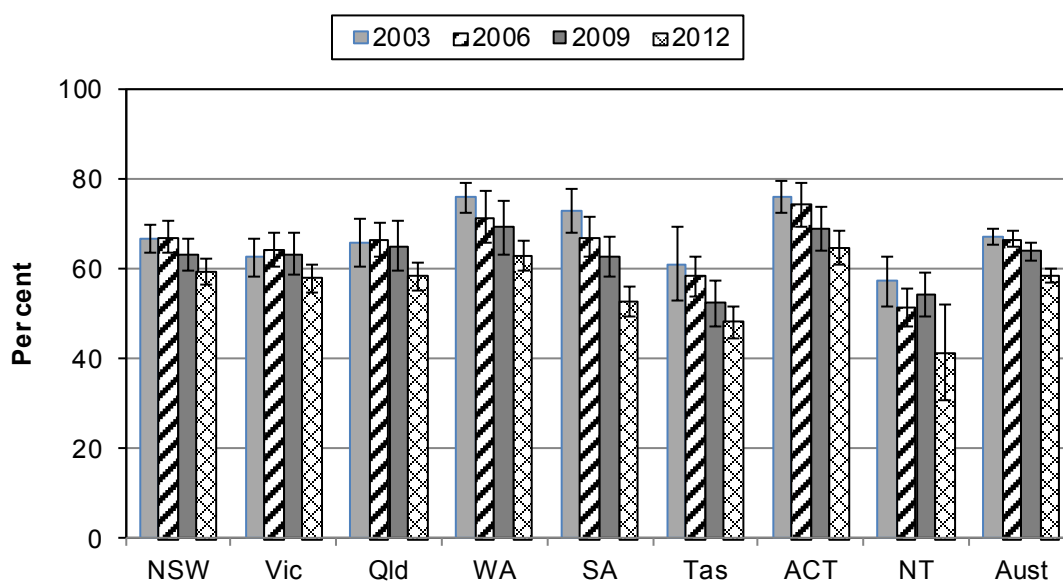


^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable proficiency level and Level 1 is the lowest proficiency level. Students who fail to reach the lowest proficiency level are referred to as being below Level 1.

Source: ACER (unpublished); table 4A.104.

The proportion of students achieving at level 3 and above in the overall mathematical literacy scale for 2012 can be compared to outcomes for earlier years — 65.3–68.9 per cent in PISA 2003, 64.7–68.3 per cent in PISA 2006 and 61.9–65.9 per cent in PISA 2009 (figure 4.48).

Figure 4.48 Proportion of 15 year old students achieving level 3 or above, overall PISA mathematical literacy scale^{a, b}



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'. Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Source: ACER (unpublished); table 4A.101.

The proportion by equity group who achieved level 3 or above for mathematical literacy in PISA 2012 was:

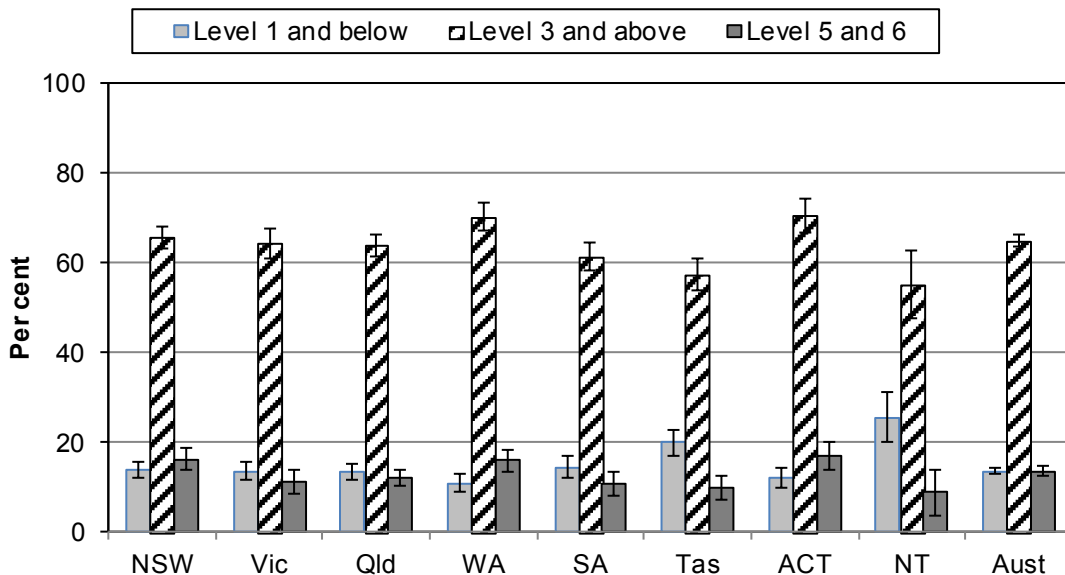
- 58.1–62.3 per cent for male students, not significantly different to 54.5–58.5 per cent for female students
- 20.1–26.3 per cent for Indigenous students, compared to 58.2–61.2 per cent for non-Indigenous students
- 23.4–51.6 per cent for geographically remote students
- 59.6–63.0 per cent for students from low socio-economic status families (table 4A.102).

These outcomes varied across jurisdictions. Data relating to outcomes for the 2006, 2009 and 2012 PISA mathematical literacy survey by socio-economic status are in table 4A.103 and for each achievement level for PISA 2012, including statistical significance of differences in mean scores are in table 4A.104. Data comparing outcomes for PISA surveys for the mathematical literacy domain in 2003, 2006, 2009 and 2012 are in tables 4A.101–102 and significance of differences in mean scores between PISA 2003 and PISA 2012 are in table 4A.109.

PISA scientific literacy

Scientific literacy was the major domain tested in the PISA 2006 cycle. Scientific literacy results from subsequent cycles may be compared with the 2006 cycle. In PISA 2012, the proportion of Australian 15 year old students who achieved at or above the national proficient standard of Level 3 in scientific literacy nationally was 63.5–66.3 per cent. The proportion of students achieving at level 5 and 6 (the highest levels) was 12.5–14.7 per cent and the proportion of students achieving at level 1 and below was 13.0–14.2 per cent (figure 4.49).

Figure 4.49 Proportion of 15 year old students achieving at or below Level 1, at or above Level 3, and at Level 5 or Level 6 on the overall scientific literacy scale, PISA 2012^{a, b}

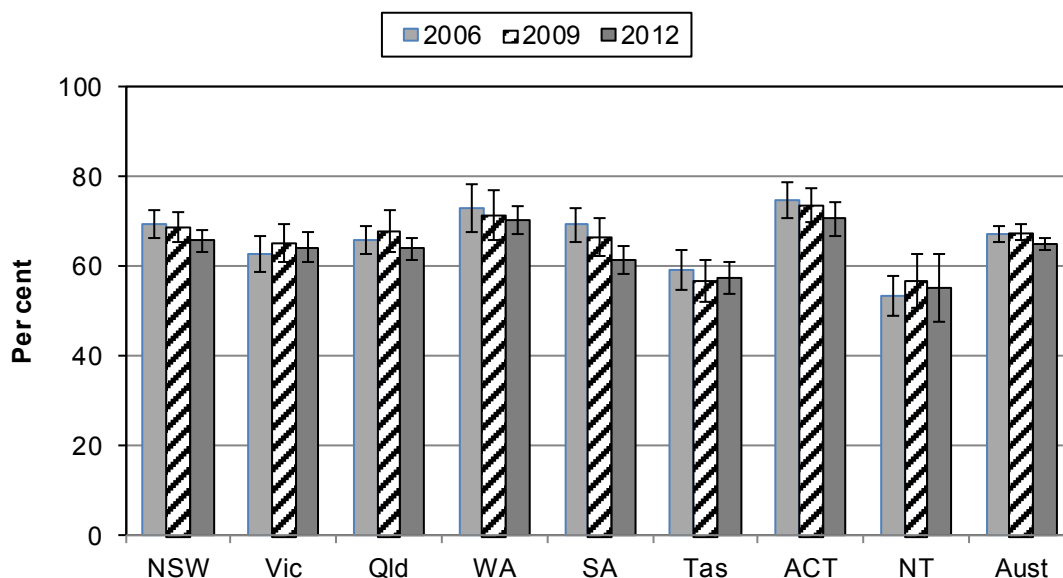


^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable proficiency level and Level 1 is the lowest proficiency level. Students who fail to reach the lowest proficiency level are referred to as being below Level 1.

Source: ACER (unpublished); table 4A.108.

The proportion of students achieving at level 3 and above in the overall scientific literacy scale for 2012 can be compared to outcomes for earlier years — 65.3–68.7 per cent in PISA 2006 and 65.8–69.2 per cent in PISA 2009 (figure 4.50).

Figure 4.50 **Proportion of 15 year old students achieving level 3 or above, overall PISA scientific literacy scale^{a, b}**



^a Error bars represent the 95 per cent confidence intervals associated with each point estimate. ^b For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'. Level 3 or above (which is the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.

Source: ACER (unpublished); table 4A.105.

The proportion by equity group who achieved level 3 or above for scientific literacy in PISA 2012 was:

- 63.4–67.0 per cent for male students, not significantly different to 62.7–66.3 per cent for female students
- 29.6–36.4 per cent for Indigenous students, compared to 64.6–67.4 per cent for non-Indigenous students
- 32.7–63.5 per cent for geographically remote students
- 45.0–49.6 per cent for students from low socio-economic status families (table 4A.106).

These outcomes varied across jurisdictions. Data relating to outcomes for the 2006, 2009 and 2012 PISA scientific literacy survey by socio-economic status are in table 4A.107 and for each achievement level for PISA 2012, including statistical significance of differences in mean scores are in table 4A.108. Data comparing outcomes for PISA surveys in 2006, 2009 and 2012 for the scientific literacy domain are in tables 4A.105–107 and significance of differences in mean scores between PISA 2006 and PISA 2012 are in table 4A.109.

PIRLS assessment

The Progress in International Reading Literacy Study (PIRLS) assessments are undertaken every five years (box 4.11).

Box 4.11 Progress in International Reading Literacy Study

PIRLS provides learning outcomes data for year 4 students in reading literacy performance. This international test is conducted every five years but was first undertaken by students in Australian schools in 2011. Students from 45 countries or economies participated in the 2011 PIRLS assessment, including over 6000 Australian students from 280 schools.

PIRLS uses two organising dimensions for the assessment, referred to as the *purposes for reading* and the *reading processes*. Each of the reading processes — focus on and retrieve explicitly stated information, make straightforward inferences, interpret and integrate ideas and information and examine and evaluate content, language and textual elements — is assessed within each purpose for reading (reading for literacy experience and reading to gain information). The PIRLS 2011 assessment was based on 10 different texts, five for the literary purpose and five for the informational purpose.

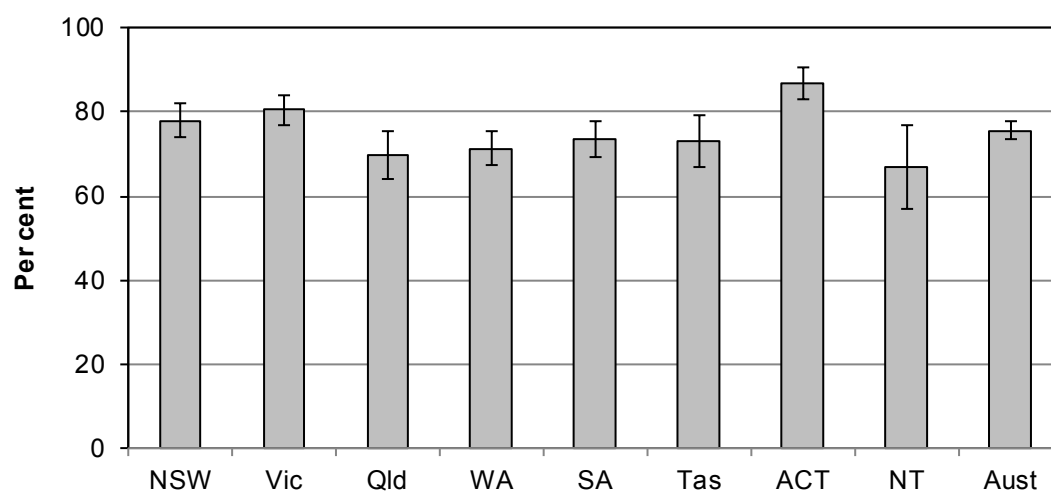
PIRLS is assessed on a different basis to NAPLAN testing and its results are not comparable to NAPLAN results. Whereas NAPLAN measures against a national minimum standard, PIRLS measures against a series of achievement levels. PIRLS may provide additional information on reading that is not available in NAPLAN.

Source: Australian Council for Educational Research (ACER) (2012b)

In PIRLS 2011 the proportion of tested Australian year 4 students who achieved at or above the intermediate international benchmark (a score of 475) was 73.6–77.6 per cent (figure 4.51). This was a lower proportion than 26 other participating countries or economies. Australian students achieved an average reading score of 527 points (table 4A.116), which was lower than the average reading score of 21 other participating countries or economies.

National proportions of year 4 students achieving at or above the intermediate international benchmark by equity group, and the mean scores for these equity groups, are included in table 4A.117.

Figure 4.51 **Proportion of year 4 students at or above the intermediate international benchmark in reading, PIRLS, 2011^a**



^a The intermediate international benchmark is set at a score of 475 points.

Source: ACER (unpublished) Progress in International Reading Literacy Study (PIRLS); table 4A.116.

TIMSS assessment

The Trends in International Mathematics and Science Study (TIMSS) assessments are conducted each four years and provide learning outcomes data for students in year 4 and year 8 in the assessment domains of mathematics achievement and science achievement. Data from the 2011 TIMSS were included in the 2013 Report. Attachment tables 4A.110–113 contain detailed results for the 2003, 2007 and 2011 TIMSS assessments, by achievement level. Table 4A.114 contains 2011 TIMSS outcomes by equity group and table 4A.115 contains comparisons of significance of difference between the 2011 TIMSS and earlier rounds.

Other outcomes

Completion

‘Completion’ is an indicator of governments’ objective 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 4.12).

Box 4.12 **Completion**

'Completion' (completion rate) is defined as 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 that 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 socio-economic 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 socio-economic 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 reported for this measure are:

- comparable (subject to caveats) within some jurisdictions over time but are not comparable across jurisdictions (see caveats in attachment tables for specific jurisdictions)
- complete for the current reporting period (subject to caveats). All required 2012 data are available for all jurisdictions providing the service:

A high or increasing completion rate suggests an improvement in educational outcomes.

Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Completion rates are primarily used as indicators of trends and are used, in part, because information on participation and retention rates is generally not available by socio-economic background or geographic location. Comparisons across jurisdictions need to be made with care, for the following reasons:

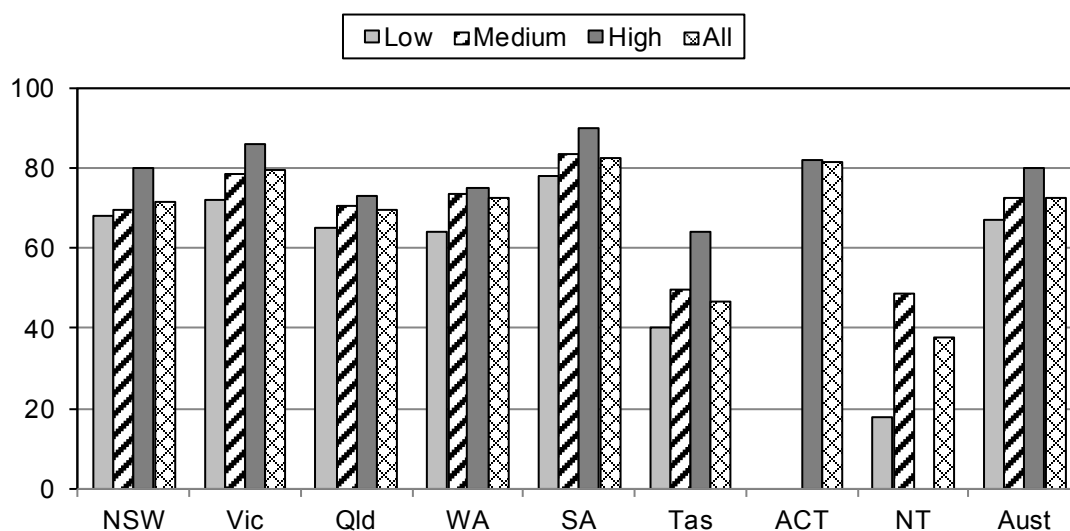
- assessment, reporting and requirements for obtaining year 12 certificates or equivalent vary across states and territories — for example, from moderated school-based assessment to a mix including external and internal assessment, and from completion of a pattern of study to a prescribed level of attainment
- inaccuracies arise from using both home postal address and school location address in compiling completion rates data
- small changes in population or completions can affect the estimates of completion rates, particularly for states and territories with smaller populations
- students completing their secondary education in TAFE institutes are included in reporting for some jurisdictions and not in others, and the proportion of such students varies across jurisdictions.

Nationally in 2012, the year 12 completion rate for all students was 73 per cent. The completion rate for males was 69 per cent compared with 78 per cent for females (table 4A.126).

Socio-economic status is determined according to the ABS Postal Area Index of Relative Socio-economic Disadvantage, on the basis of postcode of students' home addresses. Low socio-economic status is the average of the 3 lowest deciles, medium socio-economic status is the average of the 4 middle deciles and high socio-economic status is the average of the 3 highest deciles.

Nationally in 2012, year 12 completion rates for students from low (67 per cent) and medium (73 per cent) socio-economic backgrounds were below those for students from a high socio-economic background (80 per cent) (figure 4.52). Nationally, completion rates were higher for female students than for male students in all socio-economic categories (table 4A.126).

Figure 4.52 Completion rates, year 12, by socio-economic status, 2012 (per cent)^{a, b, c, d, e}



^a Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The 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 years divided by 5. ^b The ABS Postal Area Index of Relative Socio-economic Disadvantage has been used to calculate socio-economic status, on the basis of postcode of students' home addresses. ^c Low socio-economic status is the average of the 3 lowest deciles, medium socio-economic status is the average of the 4 middle deciles and high socio-economic status is the average of the 3 highest deciles. ^d A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socio-economic status differ slightly to those in other publications. ^e The populations for the low and medium socio-economic status deciles in the ACT and the high socio-economic status deciles in the NT are not published due to small numbers.

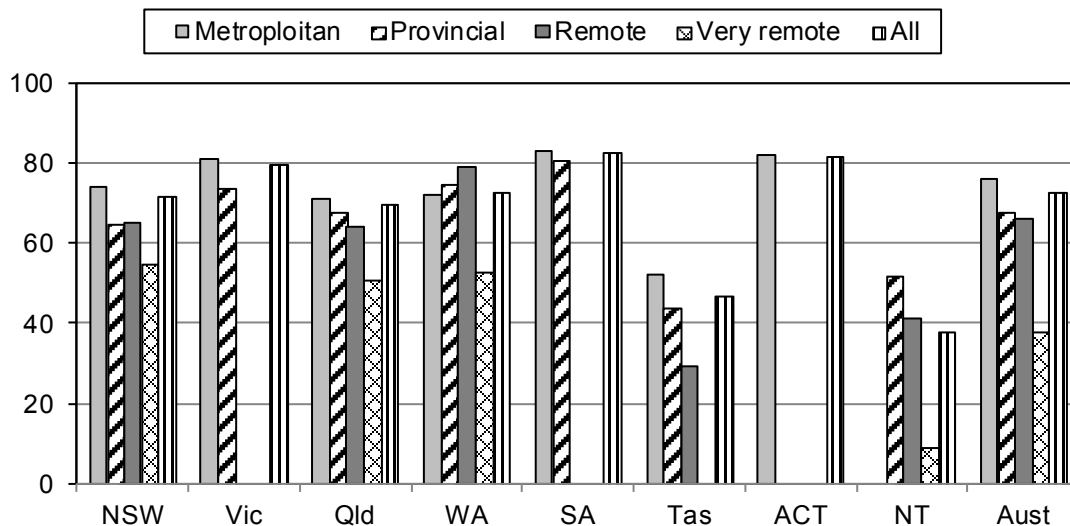
Source: Australian Government Department of Education (unpublished); table 4A.126.

Geographic isolation is determined using the MCEECDYA (now SCSEEC) Geographic Location Classification.

Nationally, the completion rate was highest in the metropolitan zone (76 per cent) in 2012. The completion rate was lower in the provincial zone (68 per cent), remote areas (66 per cent) and very remote areas (38 per cent) (figure 4.53).

Nationally, completion rates were higher for females in all geographic zones. In the metropolitan zone, the female completion rate was 79 per cent, compared with 72 per cent for males in 2012. In the remote zone, the female completion rate was 75 per cent, compared with 59 per cent for males (table 4A.127). Time series data on national completion rates are reported in tables 4A.126–127.

Figure 4.53 **Completion rates, year 12, by geolocation, 2012 (per cent)**^{a, b, c, d, e}



^a Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The 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 5. ^b Definitions are based on the MCEECDYA (now SCSEEC) Geographic Location Classification. ^c All of the ACT is included in the metropolitan zone. ^d There are no metropolitan areas in the NT. There are no very remote areas in Victoria. ^e Remote data for Victoria are not published due to small numbers. The very remote population in Tasmania is too small to give meaningful results and are not published.

Source: Australian Government Department of Education (unpublished); table 4A.127.

The Child care, education and training sector overview includes data on the proportions of the population aged 20–24 and 20–64 years having attained at least a year 12 or equivalent or AQF Certificate II; and the proportions of the 20–24 and 20–64 year old Indigenous and low socio-economic status populations having attained at least a year 12 or equivalent or AQF Certificate II (tables BA.33–36).

Destination

'Destination' is an indicator of governments' objective of ensuring that school leavers make successful transitions from school and continue to improve their skills through further post-school education, training and/or employment. It is an indicator of students' post-school transitions into education, training and employment (box 4.13).

Box 4.13 Destination

'Destination' (school leaver destination rate) is defined as the estimated number of school students who left school in a given year and who, in May the following year, were participating in post-school education, training or full time employment, as a percentage of the estimated number of all school leavers in that given year, and is reported by highest level of schooling completed (year 12 or year 11 and below). Data are sourced from the ABS Survey of Education and Work.

A higher or increasing estimated proportion of school leavers participating in further education, training or full time employment is likely to result in improved educational and employment outcomes in the longer term.

The data reported for this measure relate to the jurisdiction in which the young person was resident the year after they left school and not necessarily the jurisdiction in which they attended school.

The small number of young people included in this sample survey means that disaggregation of destination estimates by jurisdiction can be unreliable, particularly for states and territories with smaller populations.

Data reported for this measure are

- not comparable across jurisdictions
- incomplete for the current reporting period. All required 2012 data were not available for the Northern Territory.

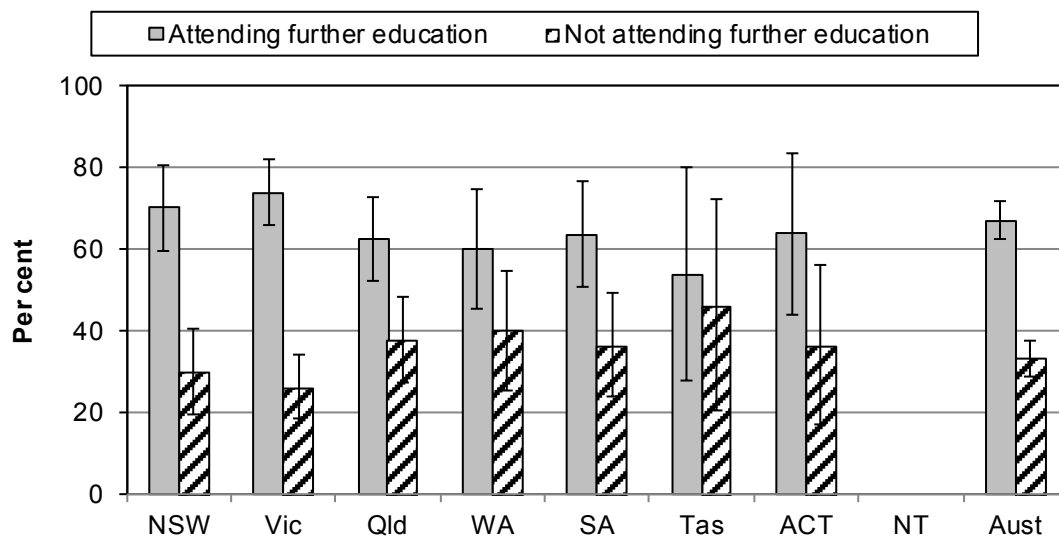
Information about data quality for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014

School leaver destination data disaggregated by jurisdiction need to be used with caution, especially for jurisdictions with smaller populations, due to the large confidence intervals associated with these survey data.

Nationally, in 2012, 66.9 per cent of year 12 school leavers were enrolled in further study (46.6 per cent attending higher education and 20.4 per cent attending TAFE courses or other study) and a further 12.0 per cent were employed full time. Around one third were not studying, and either employed part time, unemployed or not in the labour force (figure 4.54 and table 4A.128).

For year 11 and below school leavers, 41.1 per cent were attending further education, almost all in TAFE or other study (table 4A.128). Approximately 9.2 per cent were working full time. the remaining 49.7 per cent were not studying and either employed part time, unemployed or not in the labour force (table 4A.128).

Figure 4.54 Destination of year 12 students, 2012^{a, b, c, d}



^a Data are for year 12 students who left school in 2012. ^b Error bars represent the 95 per cent confidence interval associated with each point estimate. ^c Data for Northern Territory are not published due to small sample numbers. ^d The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas. This has a minor impact on national and jurisdictional estimates, but affects the comparability of the NT results, as people from Indigenous communities in very remote areas account for around 15 per cent of the NT population.

Source: ABS (unpublished) *Survey of Education and Work 2012, Australia*; table 4A.128.

Detailed information relating to year 12, year 11 and below and all school leavers across jurisdictions is in table 4A.128.

The Child care, education and training sector overview of this Report includes 2012 national school leaver destination data for those who attended school at any time previously, and examines the proportions of male and female students attending other educational institutions in 2012 after leaving school (table BA.20–22).

Box 4.14 summarises school leaver destination survey results from six jurisdictions. each jurisdiction uses different research methods and data collection instruments, and the surveys were not designed for comparative national reporting. These data are presented as supplementary information to the Survey of Education and Work data, providing some context, until nationally comparable data become available (box 4.14).

Box 4.14 **School leaver destination survey results**

Victoria

In Victoria, a survey of post-school destinations (*On Track*) has been conducted annually since 2003. Consenting year 12 or equivalent completers and early leavers (from years 10, 11 and 12) from all Victorian schools participate in a telephone survey early in the year after they leave school.

The 2013 *On Track* Survey contacted 33 771 (75.1 per cent) of the eligible 2012 year 12 or equivalent cohort from 550 schools, both government and non-government, as well as TAFE and Adult Community Education providers. Of these students, 76.1 per cent were in further education and training (53.2 per cent were enrolled at university, 15.8 per cent were TAFE enrolled and 7.1 per cent had taken up apprenticeships or traineeships). Of the 23.9 per cent who were not in further education and training, 10.2 per cent were in full or part time employment, 9.7 per cent had deferred a tertiary place and 3.6 per cent were looking for work.

Queensland

The annual Queensland *Next Step* survey, first conducted in 2005, targets all students who completed Year 12 in government and non-government schools approximately six months after the completion of Year 12.

The 2013 *Next Step* survey collected responses from 39 482 Year 12 completers, an 81.9 per cent response rate. The results showed that 61.6 per cent were in some recognised form of education or training in the year after completing Year 12. This comprised 39.4 per cent undertaking a Bachelor Degree, 12.3 per cent undertaking campus-based vocational education and training (VET), with 7.1 per cent studying at Certificate IV level or higher. A further 10.0 per cent were in employment-based VET, either as an apprentice (6.9 per cent) or trainee (3.1 per cent). The remaining 38.4 per cent did not enter post-school education or training and were either employed (25.9 per cent), seeking work (10.4 per cent), or not in the labour force, education or training (2.0 per cent). Young people who deferred a university offer represented 7.0 per cent of the total cohort, most of whom were working (79.4 per cent).

Western Australia

The WA School Leaver Destinations telephone survey has been conducted annually since 1996, collecting data about the post-school destinations of Year 12 completers. In 2013 the survey included former students from all government, most Catholic and some independent schools. Information was collected from 17,248 students representing 74.3 per cent of the total Year 12 student population as at Semester 2, 2012. Of the responses, 81.7 per cent were in either education or training, with 50.7 per cent enrolled in university studies, 15.8 per cent in TAFE studies, 3.2 per cent having taken up an apprenticeship or a traineeship, 1.6 per cent either repeating Year 12 studies or engaged in other training and 10.4 per cent having deferred study or training. In addition, 6.2 per cent were engaged in full time employment, 6.8 per cent in part time employment, 4.1 per cent were looking for a work or a study opportunity, and 1.2 per cent were neither working nor seeking work.

(Continued next page)

Box 4.14 (continued)

Tasmania

Since 2007, all Year 10 students lodge a participation plan with the Tasmanian Qualifications Authority in the year they complete this final year of compulsory school. Students are required to be in an eligible option (education, training or employment) until they turn 17. Since 2008, the Authority has collected attainment data from all providers of post year 10 education and training and conducted early leavers/destination surveys for persons aged 15–19 years. Of the Year 10 cohort in 2010, 68.6 per cent continued in education or training at half time or better in 2011 and 55.6 per cent continued at half time or better in 2012. Of the 2011 Year 10 cohort, 71.3 per cent continued in education or training at half time or better in 2012. A telephone survey of Year 10 and 11 leavers (persons not recorded as continuing in education and training from the previous year) and all Year 12 leavers was conducted in 2011 and 2012. An analysis of the 2010 survey data was released in mid 2011.

Australian Capital Territory

Since 2007, the ACT has conducted a telephone-based survey of government and non-government students who successfully completed an ACT Year 12 Certificate in the preceding year. The survey seeks information on the destinations of students six months after completion of year 12 and satisfaction with their experience in year 11 and 12. In 2012, responses were received from 77 per cent of the 2011 graduates who were contacted. The 2012 survey found that 94 per cent of 2011 graduates were employed or studying in 2012 and overall 97 per cent found year 11 and 12 worthwhile. Of the 57 per cent of 2011 graduates studying in 2012, 68 per cent reported that they were studying at a Bachelor level or higher, 14 per cent at Certificate III level, 6 per cent at Certificate IV level, 5 per cent at Diploma or Associate Diploma level, 3 per cent at Advanced Diploma or Associate Degree level and 5 per cent at other levels. Students who speak a language other than English at home were more likely to be studying (77 per cent) than those who did not (54 per cent).

Northern Territory

Post school destination surveys of the Year 12 Northern Territory Certificate of Education and Training (NTCET) completers were carried out from late April to early May 2013, some five to six months after the NTCET students had completed school. The 2013 survey had a 28.3 per cent response rate from a total cohort of 1210 students. From the responses collected, 64.3 per cent of the young people were in employment (55.45 per cent were employed fulltime, and 44.6 per cent in part time or casual employment). Amongst respondents, 64.5 per cent of NTCET completers applied for University/TAFE, of which 90.9 per cent received an offer. Of those students who received an offer, 62.3 per cent accepted the offer, 34.7 per cent deferred and 3.0 per cent either declined or entered another study option. Of those who entered into further education or training, 74.8 per cent were studying a University degree. The remainder were undertaking Certificate and Diploma courses.

Source: State and Territory governments (unpublished).

4.4 Future directions in performance reporting

COAG developments

SCSEEC review of Key Performance Measurement Framework

Future revisions may occur as a result of ongoing SCSEEC review of its Key Performance Measurement Framework relating to the Melbourne Declaration and COAG agreed measures. The Steering Committee will consider any implications of this review for future reports.

Attendance rates, completion rates, participation, retention and destination data

New nationally comparable attendance data are expected to be available for 2014, for inclusion in the 2016 Report.

The year 12 completion rate included in this Report are under review and a nationally comparable measure is anticipated to be included in future Reports.

The participation rate for 14–19 year old students includes part time students. However, the traditional year 7/8 to year 12 apparent retention rate, and the year 10–12 apparent retention rate, are based on full time school students only. These measures are under examination, and additional participation measures are reported in the Child care, education and training sector overview.

The outcome indicator ‘destination’ will be reviewed for the 2015 Report.

Nationally comparable reporting of learning outcomes

The National Summary Report of results from the 2013 NAPLAN was released in September 2013 (ACARA 2013b). Results from a second report with more detailed information (including disaggregation by Indigenous status and geolocation) will be included in the 2015 Report.

Nationally consistent definitions

Nationally consistent definitions of most student background characteristics have been adopted for national reporting on students’ educational achievement and

outcomes. Ministers have endorsed standard definitions of sex, Indigenous status, disability, socio-economic background, language background and geographic location. Nationally consistent data on students with disability for students' outcomes reporting is under development.

Student background information collected from parents through the enrolment process using the agreed data collection specifications and methodology is linked to student assessment results.

4.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

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The Australian Government is committed to ensuring all young Australians are able to reach their potential and gain the skills they need to become successful learners, confident and creative individuals, and informed citizens.

In partnership with state and territory governments and the non-government schooling sector, the Australian Government works to improve the quality of education for all students. The Australian Education Act 2013 was passed by Parliament in June 2013 and Australian Government funding will be made available under this Act for government and non-government schools from 2014.

A national reform agenda continues to be progressed through frameworks and agreements. Key reforms build on the substantial work undertaken collaboratively by all governments over recent years through the Standing Council on School Education and Early Childhood, such as the development and implementation of the National Assessment Program for Literacy and Numeracy and the implementation of the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014.

Under the Improving Teacher Quality National Partnership, more than 148 Centres of Excellence were established across Australia to facilitate collaborative professional development and improve student learning outcomes. \$60 million was invested to implement the Australian Teacher Performance and Development Framework and a nationally consistent certification process for highly accomplished and lead teachers in schools across Australia from January 2013.

The Trade Training Centres in Schools Program enables eligible secondary schools to seek funding for trade training facilities for their Year 9 to 12 students. A total of 843 schools have had access to a completed trade training centre, through 312 projects.

Investment in information and communications technology (ICT) infrastructure in Australian schools has facilitated positive change in schools by creating momentum for integrating ICT in teaching and learning and promoting innovative classroom practice.

The More Support for Students with Disabilities initiative provides funding to government and non-government education authorities to build the capacity of their schools and teachers to provide additional support to students with disability. In 2012–13, the initiative provided \$78.72 million to education authorities to undertake activities to benefit students according to the needs of their jurisdiction.

In May 2013, education ministers endorsed the model for the Nationally Consistent Collection of Data on School Students with Disability. The model will be implemented using a phased approach between 2013 and 2015.

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New South Wales Government comments

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NSW 2021, the NSW Government's 10 year strategic business plan, is aligned to COAG targets and provides the overall direction and priorities for education and training in NSW.

In the 2013 NAPLAN tests, NSW students improved substantially in Reading in Year 5 and Year 9, in Spelling and Numeracy in Year 7 and Year 9 and in Grammar and Punctuation in Year 5. NSW was ranked ahead of all other jurisdictions in Spelling at all Year levels for mean score and percentage of students in the highest band. In 2013, the participation rates for NSW increased from the previous year, and once again, were the highest of all jurisdictions for every test and every Year level.

The NSW Government continued to support a five year *Literacy and Numeracy Action Plan* in 205 targeted government, Catholic and independent schools. All targeted schools are using an evidence-based three-tiered approach to drive a whole school approach to lifting the literacy and numeracy performance of students, especially those at risk of not achieving expected outcomes.

Great Teaching, Inspired Learning is the NSW Government's blueprint for improving the quality of teaching and learning in NSW schools. It provides a set of 16 reforms across a teacher's career cycle, from initial teacher training and induction for beginning teachers, through to how to best recognise and value experienced teachers and support potential school leaders. The blueprint has been informed by a significant body of current research, as well as broad consultation with stakeholders over a three-month period.

Through *Every Student, Every School*, the NSW Government's strategy for strengthening support for students with disability, significant work has been undertaken in 2013 to develop a new tool for teachers to profile the additional learning and support needs of individual students. An extensive range of professional learning courses are also being delivered to teachers and support staff to strengthen their knowledge and understanding of the educational needs of students with disability and obligations under the *Commonwealth Disability Standards for Education 2005*.

NSW remains committed to closing the gap in educational outcomes between Aboriginal students and other students. The *Aboriginal and Torres Strait Islander Education Action Plan* and the Department's Partnership Agreement with the NSW Aboriginal Education Consultative Group Inc. are key drivers of the approach employed in NSW to meet this commitment.

The Local Schools, Local Decisions reform continues to be implemented in NSW public schools and places students at the centre of school decision making. This gives principals and their school communities a greater say over how they allocate and use their available resources to best meet the needs of their students. The new resource allocation model allocates resources based on student need. On full implementation, NSW public schools will manage more than 70 per cent of the NSW public school education budget.

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Victorian Government comments

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The Department of Education and Early Childhood Development *2013-17 Strategic Plan* outlines a 10-year goal to make Victoria a world leader in learning and development, to contribute to a vibrant economy and society and to deliver on outcomes of achievement, engagement, wellbeing and productivity.

In 2012-13, Victoria has continued to implement its ambitious reform agenda. The *Towards Victoria as a Learning Community* statement outlines major reforms that will help enable Victoria to meet its goal as a world leader in education. These reforms are underpinned by professional trust, autonomy, and accountability and support.

The Compact: Roles and responsibilities in Victorian government school education (The Compact) supports these reforms by clearly articulating the respective roles and responsibilities in the Victorian government school system. *The Compact* forms an agreement between Victorian government schools and the Department and seeks to improve the learning and development outcomes of Victoria's children and young people.

From New Directions to Action: World class teaching and school leadership outlines the Victorian Government's vision for excellence in school leadership and a high performance teaching profession. It sets out 26 initiatives that will be pursued across three priority areas: attract great people into teaching, create a high performance profession, and provide strong direction and support. The Victorian Government has committed an additional \$15.7 million over two years in the 2013-14 Budget to help deliver these initiatives.

Victoria also signed an historic agreement with the Commonwealth Government which will deliver an additional investment of \$12.2 billion in extra funding above 2013 levels over the six years from 2014 to 2019. The individual needs of students will determine the funding each school gets and Victoria will continue to work with all school sectors to continue to refine our needs based funding system to make it even better. The funding will also support principals and school leaders to implement initiatives to ensure there are highly effective leaders and teachers.

The Languages - expanding your world: Plan to implement the Victorian Government's Vision for Languages Education 2013-2025 paper (the Plan) outlines how Victoria's commitment to improve and extend languages education will be supported. The Plan also re-confirms Victoria's commitment that all government school students from Prep to Year 10 will be learning a language by 2025, starting with Prep in 2015.

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Queensland Government comments

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The Queensland Government is committed to providing high quality learning and skilling, focused on preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

Queensland students continue to demonstrate positive outcomes in 2013, with the latest NAPLAN results showing a continued broad pattern of improvement. Queensland students are the most improved since testing began in 2008, achieving their highest result on record for mean scale score in 10 of the 20 test areas.

The 2013 *Next Step Survey* indicates that the vast majority of young Queenslanders who completed Year 12 in 2012 were engaged in study or work approximately six months after completing school.

Throughout 2013, Queensland implemented initiatives and continued reforms in line with the state's approach to driving improved student outcomes. Key initiatives include:

- *Great teachers = Great results* — improving the quality and capacity of teachers and school leadership, and boosting school autonomy to increase parental engagement and local decision-making.
- *Independent Public Schools* — enabling the first 26 Independent Public Schools to embrace additional autonomy and decision-making to achieve the best possible outcomes for students and local communities, and announcing the next 54 schools for 2014.
- *A Fresh Start* — improving the preparation and quality of teachers through a suite of interconnected strategies focused on teacher supply, initial teacher education, effective supervision and mentoring, and induction.
- *Solid Partners: Solid Futures* — supporting early childhood, education, training and employment opportunities for Aboriginal and Torres Strait Islander children and young people in Queensland.
- *Getting the basics right* — flexible grants to enable schools to design and deliver literacy and numeracy interventions targeted to their specific needs.
- *Step up into education* — delivering school readiness and transition programs for the local community that encourage parents to become involved in their child's learning journey and help children from disadvantaged areas prepare for school.
- *Curriculum into the Classroom (C2C)* — a comprehensive set of school and classroom planning materials supporting Queensland state schools in the continued implementation of the Australian Curriculum.
- Continuing to provide state and non-state school students with disability access to a quality education through additional speech-language pathologists (SLPs) to support students who face learning challenges and eLearning initiatives using tablet devices for special needs students.

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Western Australian Government comments

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The Western Australian Government is committed to ensuring all students receive a high quality school education irrespective of where they live or their personal background circumstances.

Through its strategic plan, *Excellence and Equity: 2012–2015*, the Department of Education continues to focus on its four priority areas of ensuring every student has the opportunity to achieve success; creating distinctive schools that have the autonomy, flexibility and diversity required to respond to the needs of students; providing high quality teaching and leadership; and developing a capable and responsive organisation.

The Western Australian Government's reforms towards a more empowered public education system saw an additional 84 public schools become Independent Public Schools in 2013, taking the total number to 255. The success of this approach to school autonomy was confirmed with the release of the University of Melbourne's evaluation of the Independent Public Schools initiative which found that the greater flexibilities in the areas of curriculum, student services, human resources, financial management, and facilities have delivered positive effects for schools, for communities and for the system as a whole and that it is creating a strong foundation for enhancing student achievement, behaviour and attendance. Many of the flexibilities first offered to Independent Public Schools have now been extended to all Western Australian public schools.

Early childhood education continues to be a priority area. In 2013, Pre-primary became the first year of compulsory education across schools in Western Australia, all public primary schools now provide children with access to a minimum of 15 hours a week of Kindergarten, and the first 10 of the State Government's Child and Parent Centres began operating on public school sites, providing parents with easier access to a range of local services.

Achieving and sustaining improved educational outcomes for all Aboriginal students remains a major challenge. As part of a suite of strategies, the Department began implementing the Commonwealth funded Investing in Focus Schools project in 2013, which focuses on school attendance, academic achievement and increased student and parent engagement. The program supports selected schools to accelerate implementation of local level actions in the *Aboriginal and Torres Strait Islander Education Action Plan 2010–2014*.

In August 2013, the Western Australian Government announced a new *Student-Centred Funding Model*. To be implemented from 2015, the model represents a fundamental change to how resources are distributed to public schools and will result in resources being better directed to schools where they are most required based on student need.

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South Australian Government comments

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The Department for Education and Child Development's (DECD) core purpose is to provide early childhood development, health and child protection services, as well as public education and care, to South Australians. We have a special focus on ensuring our most vulnerable children and young people at risk of disadvantage are supported to stay engaged as learners.

In South Australia we aim to create a public education system that is characterised by high achievement, growth, challenge, engagement, equity and high public credibility so that it becomes a system of choice for an increasing proportion of South Australian families.

South Australia is the domain lead for "Readiness for School" under the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP). Schools in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands have been designated focus schools and have been identified to undertake specific actions to improve the education outcomes of Aboriginal students, with selection based on Aboriginal enrolments and NAPLAN results.

The ongoing Implementation of the Australian Curriculum provides an opportunity to focus on the quality of teaching and learning offered to all students. The Teaching for Effective Learning (TfEL) Framework describes well researched, effective pedagogy and is being used by schools across the state. Government schools are implementing the Australian Curriculum Phase 1 (English, History, Mathematics and Science) learning areas/subjects.

The "Keeping Safe: Child Protection" Curriculum and the "Aboriginal Cultural Studies" resource are required to be used by teachers as they design quality teaching and learning within the eight learning areas of the curriculum.

The "Student Pathways" strategy's two major initiatives, "Trade Schools for the Future" and "Industry Skills Program", enable young people to begin a Certificate III qualification whilst at school, and to be funded beyond school in an apprenticeship or traineeship. The strategy supports effective transitions from school to training for young people completing the South Australian Certificate of Education via a school based apprenticeship, traineeship or Training Guarantee.

In 2012 the "Primary Mathematics and Science Strategy" (PMSS) transitioned to the Primary Australian Curriculum strategy (PACS). According to local needs, schools were able to continue to access support for mathematics and science, with the flexibility to apply the funding and structures of the PMSS to the implementation of further Australian Curriculum learning areas.

- From 2011, Year 3 students will spend a minimum of 90 minutes per week on science and a minimum 300 minutes per week on mathematics and numeracy
- From 2013, Reception to Year 2 students will spend a minimum of 300 minutes per week on mathematics and up to 90 minutes per week on science.

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Tasmanian Government comments

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The Tasmanian education department offers a comprehensive and lifelong approach to learning for all people regardless of age. Our mission is to provide every Tasmanian with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and contribute positively to their community. Inherent in this mission are the core values of learning, excellence, equity, respect and relationships.

The department continues to foster partnerships with parents in the years preceding compulsory schooling. Launching into Learning programs in Tasmanian government schools provide opportunities for parents, their pre-school children and teachers to play and learn together. Child and Family Centres situated across Tasmania offer high quality education integrated with a range of complementary services aimed at giving our youngest children the best start in life.

Improving literacy and numeracy outcomes of Tasmanian students continues to be a major focus. Lead teachers work in networks of schools supporting leaders to use school data to identify strengths and areas for growth and to implement effective teaching and learning strategies. This work is enhanced through a research project with the University of Tasmania exploring literacy and numeracy provision across Years 5 to 8 to improve transition.

The Student Support System, introduced in 2013, is a secure web-based resource where observations, actions and strategies around student support are recorded. An example of contemporary best practice, the Student Support System enables key staff to monitor the individual support needs of students as they move through the education system.

The Professional Learning Institute delivers and brokers professional learning for Department of Education staff. Inspired leadership is one of the department's key strategic drivers. The importance of strong leadership in improving student learning outcomes has been recognised through the provision of targeted professional learning opportunities to develop principals as literacy leaders.

Encouraging students to complete Year 12 or attain equivalent qualifications remains an important department priority. A range of strategies are in place to support students to make an informed and successful transition from Year 10 to Years 11 and 12. These include the strengthening of networks of secondary and senior secondary schools across the state which particularly assists those students in rural and regional communities to engage in learning in the post-secondary years.

TasTAFE is the new single entity for Tasmania's public sector post-compulsory vocational education and training.

Tasmania's 26TEN strategy connects adults with literacy programs and services. This is a far-reaching, long-term strategy aimed at raising awareness of adult literacy issues while reducing the stigma often associated with poor literacy skills.

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Australian Capital Territory Government comments

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The 2012-13 year has been a significant period for education and training in the ACT, and for Australia. In May 2013 the ACT Government signed the National Education Reform Agreement with the Australian Government. The agreement incorporates the National Plan for School Improvement and facilitates the implementation of national and local initiatives to improve educational outcomes for children and young people. We continue to make progress in implementing reform in early childhood education and care, schools and vocational education and training.

The work of empowering local schools continued throughout 2012-13 in order to further enable principals to make informed decisions about the best use of available resources, support and infrastructure that will deliver the best outcomes for students. The ACT has a growing and vibrant public education and training system, and one that continues to provide support in a wide variety of ways. In 2013, for the first time, all ACT K-10 public schools assessed and reported student progress using the Australian Curriculum Achievement Standards associated with each of the phase 1 learning areas.

The ACT continued to have the highest retention rate to year 12 and the highest proportion of 20-24 year olds who attained a year 12 or equivalent qualification. These results reflected our commitment to the Directorate's vision that all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

ACT students continued to be among the highest performing students in Australia, with mean scores placing our students top or equal top across 16 of the 20 areas tested in the 2012 National Assessment Program – Literacy and Numeracy (NAPLAN).

Throughout 2012-13 the Directorate continued implementation of strategies to support all students, particularly those students from low socio-economic and English as a second language or dialect backgrounds, Aboriginal and Torres Strait Islander students and students with a disability. Strong relationships with parents and carers and other members of school communities, through workshops and networks, contributed to sharing of information and the development of responses for the children and young people in our schools.

The establishment in August 2012 of the Minister's Student Congress provided opportunities for students to network and develop their leadership skills. The overall aim of the Congress is to give students a voice in their education and to provide their point of view directly to the Minister.

In 2012, the Directorate commenced the first year of implementation of the teaching staff Enterprise Agreement. Under this agreement, classroom teachers in their first year of teaching had reduced teaching hours to allow for the provision of enhanced coaching and mentoring support. In 2013, the Directorate successfully completed the public service Enterprise Agreement 2011-2013 which covered all Directorate staff other than teachers.

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Northern Territory Government comments

“ The role of the department is to deliver services to children and young people to maximise their educational outcomes, safety and wellbeing from their early years through to senior years of schooling.

The Department of Education’s Strategic Plan, participation in national partnerships and implementation of the national reform agenda continue to drive a range of strategic initiatives that focus on achieving the best possible outcomes and pathways for children and young people in the Northern Territory.

An updated Principal Performance and Development Framework has been implemented, which aligns to the Australian Professional Standards for Principals and complements a revised school review process. Implementation of these new frameworks is assisting schools to target their efforts aimed at improving student outcomes.

A focus on early years prior to schooling is paramount to ensure young people enter the schooling system ready to participate in learning. Child and family services established in remote and very remote communities engaged 1284 children and 1155 adults in programs of early learning, literacy and numeracy at home, parent capacity building and transition to preschool in 2012.

Following a review of literacy and numeracy approaches by the Australian Council of Education Research in 2011-12, there has been a strong focus on developing evidence based planning and program delivery. Whole School Curriculum and Assessment Plans have been introduced to provide a framework for planning literacy and numeracy teaching, meeting the needs of individual student cohorts and allowing for the delivery of English and mathematics curriculum content.

The Vocational Education and Training in Schools program is another important strategic priority of the department and in 2012, 41 per cent of students successfully completed a full VET qualification which was more than double the strategic plan target of 20 per cent. The department continues to work to develop and maintain partnerships with industry groups and individual businesses to provide pathways for school leavers.

The Every Child, Every Day strategy continued a focus on increasing enrolment, attendance and participation of young Territorians. In 2012, a range of services were delivered including regionally based officers working with students and their families to develop student attendance plans and support the successful re-engagement of students in schooling. Despite these efforts our attendance rates for remote Indigenous students remain of huge concern and are very low compared to other jurisdictions.

NT NAPLAN results showed that there is still much work to do to close the gap between Indigenous and non-Indigenous student attainment and improve the performance of all Northern Territory students. NAPLAN results for 2012 showed stable performance. In seven out of eight possible measures, the Northern Territory’s gain was above the average Australian gain.

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4.6 Definitions of key terms

Apparent retention rates	The number of full time students in a designated year of schooling, expressed as a percentage of their respective cohort group at an earlier base year. For example, the year 12 retention rate is calculated by dividing the total number of full time students in year 12 in the target year by the total number of full time students in year 10 two years before the target year.
Full time equivalent student	The FTE of a full time student is 1.0. The method of converting part time student numbers into FTEs is based on the student's workload compared with the workload usually undertaken by a full time student.
Full time student	A person who satisfies the definition of a student and undertakes a workload equivalent to, or greater than, that usually undertaken by a student of that year level. The definition of full time student varies across jurisdictions.
Geographic classification	<p>Geographic categorisation is based on the agreed MCEECDYA 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">• Mainland State capital city regions (Statistical Divisions (SDs)): Sydney, Melbourne, Brisbane, Adelaide and Perth SDs.• Major urban Statistical Districts (100 000 or more population): ACT–Queanbeyan, Cairns, Gold Coast–Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville, Wollongong. <p>B. Provincial zone (non-remote)</p> <ul style="list-style-type: none">• Provincial city Statistical Districts plus Darwin SD.• Provincial city statistical districts and Darwin statistical division (50 000–99 999 population): Albury–Wodonga, Ballarat, Bathurst–Orange, Burnie–Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga.• Provincial City Statistical Districts (25 000–49 999 population): Bunbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie–Boulder, Lismore, Mandurah, Mildura, Nowra–Bomaderry, Port Macquarie, Tamworth, Warrnambool.• Other provincial areas (CD ARIA Plus score ≤ 5.92)<ul style="list-style-type: none">• Inner provincial areas (CD ARIA Plus score ≤ 2.4)• Outer provincial areas (CD ARIA Plus score > 2.4 and ≤ 5.92) <p>C. Remote zone</p> <ul style="list-style-type: none">• Remote zone (CD ARIA Plus score > 5.92)<ul style="list-style-type: none">• Remote areas (CD ARIA Plus score > 5.92 and ≤ 10.53)• Very remote areas (CD ARIA Plus score > 10.53)

Government recurrent expenditure per full time equivalent student	Total government recurrent expenditure divided by the total number of FTE students. Expenditure is based on the National School Statistics Collection (SCSEEC unpublished), with adjustments for notional UCC charges and payroll tax. Notional UCC is included for all jurisdictions and payroll tax estimates are included for those jurisdictions not subject to it (WA and the ACT). Expenditure figures are in financial years and student numbers are in calendar years, so the total number of students is taken as the average of the two years spanned by the calendar year. When calculating the 2011-12 average expenditure per student, for example, the total expenditure figure is at 2011-12 but the total student number figure is the average of student numbers from 2011 and 2012.
Indigenous student	A student of Aboriginal or Torres Strait Islander origin who identifies as being an Aboriginal or Torres Strait Islander or from an Aboriginal and Torres Strait Islander background. Administrative processes for determining Indigenous status vary across jurisdictions. For NAPLAN data, a student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin.
In-school costs	Costs relating directly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as in-school if they usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. In-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to in-school staff.
Language background other than English (LBOTE) student	A status that is determined by administrative processes that vary across jurisdictions. For NAPLAN data, a student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home. Separately, data are also sourced from the 2011 Census of Population and Housing.
Out-of-school costs	Costs relating indirectly to schools. Staff, for example, are categorised as being either in-school or out-of-school. They are categorised as out-of-school if they do not usually spend more than half of their time actively engaged in duties at one or more schools or ancillary education establishments. Out-of-school employee related expenses, for example, represent all salaries, wages awards, allowances and related on costs paid to out-of-school staff.
Part time student	A student undertaking a workload that is less than that specified as being full time in the jurisdiction
Participation rate	The number of full time and part time school students of a particular age (as at 1 July), expressed as a proportion of the estimated resident population of the same age (as at 30 June).
Potential year 12 population	An estimate of a single-year age group that could have participated in year 12 that year, defined as the estimated resident population aged 15–19 years, divided by 5.
Real expenditure	Nominal expenditure adjusted for changes in prices, using the GDP price deflator and expressed in terms of final year prices.
Science literacy	Science literacy and scientific literacy: the application of broad conceptual understandings of science to make sense of the world, understand natural phenomena, and interpret media reports about scientific issues. It also includes asking investigable questions, conducting investigations, collecting and interpreting data and making

	decisions.
Socio-economic status	As identified in footnotes to specific tables.
Source of income	In this chapter, income from either the Australian Government or State and Territory governments. Australian Government expenditure is derived from specific purpose payments (current and capital) for schools. This funding indicates the level of monies allocated, not necessarily the level of expenditure incurred in any given financial year. The data therefore provide only a broad indication of the level of Australian Government funding.
Student-to-staff ratios	The number of FTE students per FTE teaching staff. Students at special schools are allocated to primary and secondary (see below). The FTE of staff includes those who are generally active in schools and ancillary education establishments.
Student	A person who is formally (officially) enrolled or registered at a school, and is also active in a primary, secondary or special education program at that school. Students at special schools are allocated to primary and secondary on the basis of their actual grade (if assigned); whether or not they are receiving primary or secondary curriculum instruction; or, as a last resort, whether they are of primary or secondary school age.
Student, primary	A student in primary education, which covers pre-year 1 to year 6 in NSW, Victoria, Tasmania, ACT and the NT, pre-year 1 to year 7 in Qld, WA and SA.
Student, secondary	A student in secondary education, which commences at year 7 in NSW, Victoria, Tasmania, ACT and the NT, and at year 8 in Queensland, WA, and SA.
Students with a disability	Students included in the annual system reports to the Department of Education. The definitions of students with disabilities are based on individual State and Territory criteria, so data are not comparable across jurisdictions.
Teacher	Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students. They support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who may spend the majority of their time in contact with students but are not engaged to impart the school curriculum). For the Northern Territory, Assistant Teachers in Homeland Learning Centres and community school are included as teaching staff.
Ungraded student	A student in ungraded classes who cannot readily be allocated to a year of education. These students are included as either ungraded primary or ungraded secondary, according to the typical age level in each jurisdiction.
VET in Schools	VET in Schools is a program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their senior secondary school certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. The program may involve structured work placements and includes the options of a school-based apprenticeship and traineeship or VET subjects and courses.

4.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by an '4A' prefix (for example, table 4A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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4A School education — attachment

Definitions for the indicators and descriptors in this attachment are in section 4.6 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

Data in this Report are examined by the School Education Working Group, but have not been formally audited by the Secretariat.

Data reported in the attachment tables are the most accurate available at the time of data collection. Historical data may have been updated since the last edition of RoGS.

This file is available in Adobe PDF format on the Review web page (www.pc.gov.au/gsp).

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TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<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>
2008										
Students										
Primary — full time	no.	430 057	310 835	308 771	150 842	105 080	33 475	18 546	18 460	1 376 066
Primary — part time	no.	—	399	2 766	—	21	4	3	28	3 221
Primary — FTE of part time students	no.	—	188	912	—	9	2	3	13	1 127
Primary — FTE total	no.	430 057	311 023	309 683	150 842	105 089	33 477	18 549	18 473	1 377 193
Secondary — full time	no.	304 585	224 324	171 079	80 105	57 393	24 805	15 482	10 715	888 488
Secondary — part time	no.	2 045	2 324	2 843	1 747	6 226	1 503	—	338	17 026
Secondary — FTE of part time students	no.	1 137	1 098	1 037	491	2 823	856	—	130	7 572
Secondary — FTE total	no.	305 722	225 422	172 116	80 596	60 216	25 661	15 482	10 845	896 060
Primary and secondary — full time total	no.	734 642	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
Primary and secondary — FTE total	no.	735 779	536 445	481 800	231 438	165 305	59 138	34 031	29 318	2 273 252
Staff (b)										
Primary	no.	36 054	26 103	27 950	15 179	9 723	3 181	1 776	2 293	122 260
Secondary	no.	31 504	24 574	17 933	9 814	6 595	2 807	1 636	1 263	96 127
Total active in schools	no.	67 558	50 678	45 883	24 994	16 318	5 988	3 412	3 557	218 387
Not active in schools	no.	1 913	1 274	2 269	1 138	2 015	377	374	297	9 656
Schools										
Primary	no.	1 642	1 198	934	507	428	140	57	56	4 962
Secondary	no.	369	253	177	97	72	39	17	15	1 039
Combined (c)	no.	66	58	92	95	76	26	6	75	494
Special	no.	112	76	47	69	20	5	4	5	338
Total	no.	2 189	1 585	1 250	768	596	210	84	151	6 833
Schools										
Primary	%	75.0	75.6	74.7	66.0	71.8	66.7	67.9	37.1	72.6

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

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	<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>
Secondary	%	16.9	16.0	14.2	12.6	12.1	18.6	20.2	9.9	15.2
Combined (c)	%	3.0	3.7	7.4	12.4	12.8	12.4	7.1	49.7	7.2
Special	%	5.1	4.8	3.8	9.0	3.4	2.4	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Students										
Primary — full time	no.	430 817	312 144	310 327	152 265	104 106	32 923	18 843	18 173	1 379 598
Primary — part time	no.	—	444	3 149	—	20	19	8	16	3 656
Primary — FTE of part time students	no.	—	219	1 056	—	10	8	5	12	1 310
Primary — FTE total	no.	430 817	312 363	311 383	152 265	104 116	32 931	18 848	18 185	1 380 908
Secondary — full time	no.	304 875	224 932	174 288	81 234	58 601	24 581	15 479	10 318	894 308
Secondary — part time	no.	1 857	2 839	2 926	952	6 330	1 955	6	211	17 076
Secondary — FTE of part time students	no.	955	1 390	1 132	442	2 846	1 148	4	110	8 026
Secondary — FTE total	no.	305 830	226 322	175 420	81 676	61 447	25 729	15 483	10 428	902 334
Primary and secondary — full time total	no.	735 692	537 076	484 615	233 499	162 707	57 504	34 322	28 491	2 273 906
Primary and secondary — FTE total	no.	736 647	538 685	486 803	233 941	165 563	58 660	34 331	28 613	2 283 242
Staff (b)										
Primary	no.	36 216	26 573	28 390	15 539	9 737	3 287	1 881	2 262	123 885
Secondary	no.	31 414	25 180	18 385	10 202	6 564	2 840	1 781	1 472	97 838
Total active in schools	no.	67 630	51 753	46 775	25 741	16 301	6 127	3 662	3 734	221 722
Not active in schools	no.	1 990	1 463	2 393	1 634	1 161	356	371	435	9 803
Schools										
Primary	no.	1 634	1 180	929	510	421	139	55	62	4 930
Secondary	no.	370	252	178	99	72	37	17	15	1 040
Combined (c)	no.	66	67	91	95	75	26	7	70	497

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

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	<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>
Special	no.	111	76	47	67	20	5	4	5	335
Total	no.	2 181	1 575	1 245	771	588	207	83	152	6 802
Schools										
Primary	%	74.9	74.9	74.6	66.1	71.6	67.1	66.3	40.8	72.5
Secondary	%	17.0	16.0	14.3	12.8	12.2	17.9	20.5	9.9	15.3
Combined (c)	%	3.0	4.3	7.3	12.3	12.8	12.6	8.4	46.1	7.3
Special	%	5.1	4.8	3.8	8.7	3.4	2.4	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Students										
Primary — full time	no.	432 060	312 371	311 395	160 052	103 506	32 485	18 915	18 479	1 389 263
Primary — part time	no.	—	466	3 161	—	23	14	8	3	3 675
Primary — FTE of part time students	no.	—	226	1 027	—	13	8	5	1	1 280
Primary — FTE total	no.	432 060	312 597	312 422	160 052	103 519	32 493	18 920	18 480	1 390 543
Secondary — full time	no.	309 001	225 223	174 403	73 787	59 660	24 846	15 569	10 605	893 094
Secondary — part time	no.	1 956	2 701	3 155	2 089	6 135	2 143	6	42	18 227
Secondary — FTE of part time students	no.	1 080	1 407	1 237	570	2 676	1 170	3	17	8 161
Secondary — FTE total	no.	310 081	226 630	175 640	74 357	62 336	26 016	15 572	10 622	901 255
Primary and secondary — full time total	no.	741 061	537 594	485 798	233 839	163 166	57 331	34 484	29 084	2 282 357
Primary and secondary — FTE total	no.	742 141	539 227	488 063	234 409	165 855	58 509	34 492	29 102	2 291 798
Staff (b)										
Primary	no.	37 004	26 758	28 799	16 179	9 760	3 376	1 885	2 386	126 146
Secondary	no.	31 747	25 632	18 651	9 719	6 569	2 832	1 807	1 458	98 415
Total active in schools	no.	68 751	52 390	47 450	25 898	16 328	6 208	3 692	3 844	224 561
Not active in schools	no.	2 079	1 515	2 677	1 562	1 161	325	343	463	10 126

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

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Schools										
Primary	no.	1 630	1 153	920	509	414	136	55	62	4 879
Secondary	no.	370	248	179	99	71	36	17	14	1 034
Combined (c)	no.	66	71	90	93	75	25	7	71	498
Special	no.	110	76	46	67	19	5	4	5	332
Total	no.	2 176	1 548	1 235	768	579	202	83	152	6 743
Schools										
Primary	%	74.9	74.5	74.5	66.3	71.5	67.3	66.3	40.8	72.4
Secondary	%	17.0	16.0	14.5	12.9	12.3	17.8	20.5	9.2	15.3
Combined (c)	%	3.0	4.6	7.3	12.1	13.0	12.4	8.4	46.7	7.4
Special	%	5.1	4.9	3.7	8.7	3.3	2.5	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Students										
Primary — full time	no.	435 749	315 707	315 253	162 856	103 859	32 316	19 154	18 529	1 403 423
Primary — part time	no.	—	476	3 372	—	13	8	12	66	3 947
Primary — FTE of part time students	no.	—	234	1 052	—	5	4	6	32	1 333
Primary — FTE total	no.	435 749	315 941	316 305	162 856	103 864	32 320	19 160	18 561	1 404 756
Secondary — full time	no.	308 643	224 222	174 265	73 531	60 173	24 749	15 432	10 520	891 535
Secondary — part time	no.	1 915	2 252	3 385	2 000	4 059	2 463	46	228	16 348
Secondary — FTE of part time students	no.	1 148	1 049	1 209	731	1 862	1 382	25	83	7 490
Secondary — FTE total	no.	309 791	225 271	175 474	74 262	62 035	26 131	15 457	10 603	899 025
Primary and secondary — full time total	no.	744 392	539 929	489 518	236 387	164 032	57 065	34 586	29 049	2 294 958
Primary and secondary — FTE total	no.	745 540	541 212	491 780	237 118	165 899	58 451	34 616	29 165	2 303 782

Staff (b)

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Primary	no.	37 682	27 619	29 524	16 420	9 969	3 322	1 850	2 382	128 767
Secondary	no.	31 819	25 923	18 825	9 650	6 452	2 843	1 743	1 536	98 792
Total active in schools	no.	69 501	53 543	48 348	26 070	16 421	6 165	3 594	3 918	227 559
Not active in schools	no.	2 072	1 317	2 837	1 349	1 179	301	314	493	9 862
Schools										
Primary	no.	1 631	1 140	921	513	395	128	53	66	4 847
Secondary	no.	370	244	179	99	68	31	18	14	1 023
Combined (c)	no.	66	76	91	91	76	26	9	69	504
Special	no.	110	76	46	67	18	5	4	5	331
Total	no.	2 177	1 536	1 237	770	557	190	84	154	6 705
Schools										
Primary	%	74.9	74.2	74.5	66.6	70.9	67.4	63.1	42.9	72.3
Secondary	%	17.0	15.9	14.5	12.9	12.2	16.3	21.4	9.1	15.3
Combined (c)	%	3.0	4.9	7.4	11.8	13.6	13.7	10.7	44.8	7.5
Special	%	5.1	4.9	3.7	8.7	3.2	2.6	4.8	3.2	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Students										
Primary — full time	no.	440 549	321 752	323 014	169 443	104 917	31 863	19 963	18 768	1 430 269
Primary — part time	no.	—	464	4 754	—	28	12	18	42	5 318
Primary — FTE of part time students	no.	—	233	1 257	—	18	7	9	20	1 544
Primary — FTE total	no.	440 549	321 985	324 271	169 443	104 935	31 870	19 972	18 788	1 431 813
Secondary — full time	no.	306 325	223 254	174 999	75 431	60 210	24 530	15 621	10 578	890 948
Secondary — part time	no.	2 288	2 382	3 901	1 871	2 804	2 344	47	207	15 844
Secondary — FTE of part time students	no.	1 360	1 071	1 356	631	1 334	1 303	19	79	7 154

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<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>
Secondary — FTE total	no.	307 685	224 325	176 355	76 062	61 544	25 833	15 640	10 657	898 102
Primary and secondary — full time total	no.	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
Primary and secondary — FTE total	no.	748 234	546 311	500 626	245 505	166 479	57 703	35 612	29 446	2 329 915
Staff (b)										
Primary	no.	38 154	28 997	30 245	17 115	10 217	3 185	1 931	2 473	132 317
Secondary	no.	31 843	25 677	19 473	9 797	6 569	2 798	1 769	1 587	99 514
Total active in schools	no.	69 997	54 674	49 718	26 913	16 786	5 983	3 700	4 061	231 830
Not active in schools	no.	2 095	1 515	2 728	1 452	1 247	269	291	531	10 128
Schools										
Primary	no.	1 623	1 136	921	513	393	128	53	60	4 827
Secondary	no.	370	244	180	96	68	38	18	15	1 029
Combined (c)	no.	66	79	92	90	76	26	9	73	511
Special	no.	110	76	46	66	18	5	4	5	330
Total	no.	2 169	1 535	1 239	765	555	197	84	153	6 697
Schools										
Primary	%	74.8	74.0	74.3	67.1	70.8	65.0	63.1	39.2	72.1
Secondary	%	17.1	15.9	14.5	12.5	12.3	19.3	21.4	9.8	15.4
Combined (c)	%	3.0	5.1	7.4	11.8	13.7	13.2	10.7	47.7	7.6
Special	%	5.1	5.0	3.7	8.6	3.2	2.5	4.8	3.3	4.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.

(b) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.

TABLE 4A.1

Table 4A.1 **Government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(c) Combined schools include both primary and secondary students.

– Nil or rounded to zero.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<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>
2008										
Students										
Primary – full time	no.	187 513	144 153	123 795	62 414	51 177	11 295	12 194	4 895	597 436
Primary – part time	no.	109	303	217	300	62	19	106	–	1 116
Primary – FTE of part time students	no.	75	172	116	190	45	7	73	–	679
Primary – FTE total	no.	187 588	144 325	123 911	62 604	51 222	11 302	12 267	4 895	598 115
Secondary – full time	no.	186 396	159 021	102 817	56 296	37 811	12 016	12 956	4 987	572 300
Secondary – part time	no.	299	221	146	20	607	21	14	69	1 397
Secondary – FTE of part time students	no.	187	114	85	12	374	10	8	17	806
Secondary – FTE total	no.	186 583	159 135	102 902	56 308	38 185	12 026	12 964	5 004	573 106
Primary and secondary — full time total	no.	373 909	303 174	226 612	118 710	88 988	23 311	25 150	9 882	1 169 736
Primary and secondary — FTE total	no.	374 171	303 460	226 813	118 912	89 407	23 328	25 231	9 899	1 171 221
Staff (b)										
Primary	no.	14 741	12 610	10 740	5 818	4 265	990	899	554	50 616
Secondary	no.	21 381	19 993	12 547	6 773	4 604	1 459	1 377	736	68 870
Total active in schools	no.	36 123	32 603	23 287	12 591	8 868	2 449	2 275	1 289	119 486
Not active in schools	no.	968	460	674	173	214	48	48	45	2 629
Schools										
Primary	no.	502	428	232	151	107	29	26	11	1 486
Secondary	no.	157	107	73	34	23	7	5	10	416
Combined (c)	no.	227	147	146	104	66	30	12	15	747
Special	no.	34	21	12	8	3	1	1	–	80
Total	no.	920	703	463	297	199	67	44	36	2 729
Schools										
Primary	%	54.6	60.9	50.1	50.8	53.8	43.3	59.1	30.6	54.5

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<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>
Secondary	%	17.1	15.2	15.8	11.4	11.6	10.4	11.4	27.8	15.2
Combined (c)	%	24.7	20.9	31.5	35.0	33.2	44.8	27.3	41.7	27.4
Special	%	3.7	3.0	2.6	2.7	1.5	1.5	2.3	–	2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Students										
Primary — full time	no.	187 932	146 258	128 204	64 362	51 830	11 234	12 388	5 056	607 264
Primary — part time	no.	96	298	171	359	285	42	93	–	1 344
Primary — FTE of part time students	no.	58	164	85	222	246	16	63	–	855
Primary — FTE total	no.	187 990	146 422	128 289	64 584	52 076	11 250	12 451	5 056	608 119
Secondary — full time	no.	187 315	160 735	105 169	57 993	38 891	12 169	13 089	4 942	580 303
Secondary — part time	no.	324	175	192	7	411	32	12	102	1 255
Secondary — FTE of part time students	no.	217	93	110	2	258	14	5	22	721
Secondary — FTE total	no.	187 532	160 828	105 279	57 995	39 149	12 183	13 094	4 964	581 024
Primary and secondary — full time total		375 247	306 993	233 373	122 355	90 721	23 403	25 477	9 998	1 187 567
Primary and secondary — FTE total	no.	375 522	307 250	233 569	122 579	91 226	23 433	25 546	10 020	1 189 143
Staff (b)										
Primary	no.	14 915	12 835	10 966	6 109	4 365	1 019	937	559	51 707
Secondary	no.	21 552	20 215	12 997	7 069	4 714	1 494	1 390	776	70 207
Total active in schools	no.	36 467	33 050	23 964	13 178	9 080	2 513	2 328	1 336	121 914
Not active in schools	no.	1 050	510	754	231	189	59	54	53	2 900
Schools										
Primary	no.	499	427	232	154	106	29	26	11	1 484
Secondary	no.	155	105	72	23	22	7	5	10	399
Combined (c)	no.	228	150	149	112	68	30	12	15	764

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<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>
Special (c)	no.	34	22	12	7	3	1	1	–	80
Total	no.	916	704	465	296	199	67	44	36	2 727
Schools										
Primary	%	54.5	60.7	49.9	52.0	53.3	43.3	59.1	30.6	54.4
Secondary	%	16.9	14.9	15.5	7.8	11.1	10.4	11.4	27.8	14.6
Combined (c)	%	24.9	21.3	32.0	37.8	34.2	44.8	27.3	41.7	28.0
Special	%	3.7	3.1	2.6	2.4	1.5	1.5	2.3	–	2.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Students										
Primary — full time	no.	189 220	148 976	131 443	69 667	52 613	11 413	12 594	5 138	621 064
Primary — part time	no.	55	302	189	295	59	43	72	–	1 015
Primary — FTE of part time students	no.	31	160	89	191	45	17	58	–	591
Primary — FTE total	no.	189 251	149 136	131 532	69 858	52 658	11 430	12 652	5 138	621 655
Secondary — full time	no.	188 808	162 405	107 715	54 863	39 244	12 097	13 217	5 109	583 458
Secondary — part time	no.	335	155	156	9	356	41	12	15	1 079
Secondary — FTE of part time students	no.	230	84	85	4	230	15	6	3	657
Secondary — FTE total	no.	189 038	162 489	107 800	54 867	39 474	12 112	13 223	5 112	584 115
Primary and secondary — full time total	no.	378 028	311 381	239 158	124 530	91 857	23 510	25 811	10 247	1 204 522
Primary and secondary — FTE total	no.	378 289	311 625	239 332	124 725	92 133	23 543	25 874	10 250	1 205 769
Staff (b)										
Primary	no.	15 151	13 164	11 429	6 423	4 519	1 056	951	563	53 256
Secondary	no.	21 656	20 460	13 370	7 264	4 804	1 520	1 417	784	71 274
Total active in schools	no.	36 807	33 624	24 800	13 687	9 323	2 576	2 368	1 347	124 531
Not active in schools	no.	1 026	567	803	235	217	62	90	61	3 061

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<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>
Schools										
Primary	no.	499	427	230	150	106	29	26	11	1 478
Secondary	no.	151	101	73	11	19	6	6	9	376
Combined (c)	no.	231	154	150	127	68	31	12	16	789
Special	no.	35	21	14	9	3	–	–	–	82
Total	no.	916	703	467	297	196	66	44	36	2 725
Schools										
Primary	%	54.5	60.7	49.3	50.5	54.1	43.9	59.1	30.6	54.2
Secondary	%	16.5	14.4	15.6	3.7	9.7	9.1	13.6	25.0	13.8
Combined (c)	%	25.2	21.9	32.1	42.8	34.7	47.0	27.3	44.4	29.0
Special	%	3.8	3.0	3.0	3.0	1.5	–	–	–	3.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Students										
Primary — full time	no.	191 665	152 225	135 099	72 140	53 156	11 478	12 824	5 138	633 725
Primary — part time	no.	71	243	199	268	83	52	70	–	986
Primary — FTE of part time students	no.	41	121	103	158	58	24	45	–	550
Primary — FTE total	no.	191 706	152 346	135 202	72 298	53 214	11 502	12 869	5 138	634 275
Secondary — full time	no.	192 260	164 044	109 035	55 191	39 640	12 180	13 386	5 113	590 849
Secondary — part time	no.	353	139	166	14	263	48	9	4	996
Secondary — FTE of part time students	no.	243	70	97	5	169	24	3	2	613
Secondary — FTE total	no.	192 503	164 114	109 132	55 196	39 809	12 204	13 389	5 115	591 462
Primary and secondary — full time total	no.	383 925	316 269	244 134	127 331	92 796	23 658	26 210	10 251	1 224 574
Primary and secondary — FTE total	no.	384 209	316 460	244 334	127 494	93 023	23 706	26 258	10 253	1 225 737

Staff (b)

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<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>
Primary	no.	15 509	13 564	11 792	6 762	4 630	1 092	949	575	54 872
Secondary	no.	22 150	20 987	13 643	7 348	4 900	1 575	1 464	782	72 848
Total active in schools	no.	37 660	34 551	25 435	14 110	9 529	2 667	2 413	1 357	127 721
Not active in schools	no.	1 057	549	813	267	236	63	85	65	3 134
Schools										
Primary	no.	493	423	231	150	104	28	25	11	1 465
Secondary	no.	153	100	72	10	19	5	6	9	374
Combined (c)	no.	235	155	152	130	69	32	13	16	802
Special	no.	39	20	16	11	3	–	–	–	89
Total	no.	920	698	471	301	195	65	44	36	2 730
Schools										
Primary	%	53.6	60.6	49.0	49.8	53.3	43.1	56.8	30.6	53.7
Secondary	%	16.6	14.3	15.3	3.3	9.7	7.7	13.6	25.0	13.7
Combined (c)	%	25.5	22.2	32.3	43.2	35.4	49.2	29.5	44.4	29.4
Special	%	4.2	2.9	3.4	3.7	1.5	–	–	–	3.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Students										
Primary — full time	no.	194 596	155 938	139 105	73 552	53 618	11 514	13 103	5 283	646 709
Primary — part time	no.	65	225	171	235	58	46	23	–	823
Primary — FTE of part time students	no.	35	107	86	136	41	21	15	–	441
Primary — FTE total	no.	194 631	156 045	139 191	73 688	53 659	11 535	13 118	5 283	647 150
Secondary — full time	no.	195 881	165 901	110 564	55 776	40 246	12 122	13 419	5 230	599 139
Secondary — part time	no.	362	134	153	9	212	46	14	6	936
Secondary — FTE of part time students	no.	244	64	86	6	117	21	7	4	548

TABLE 4A.2

Table 4A.2 **Non-government schools: students, staff and school numbers (a)**

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<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>
Secondary — FTE total	no.	196 125	165 965	110 650	55 782	40 363	12 143	13 426	5 234	599 687
Primary and secondary — full time total	no.	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
Primary and secondary — FTE total	no.	390 756	322 010	249 841	129 470	94 022	23 678	26 544	10 517	1 246 837
Staff (b)										
Primary	no.	15 991	14 154	12 283	6 878	4 771	1 124	984	593	56 776
Secondary	no.	22 662	21 416	13 906	7 539	4 971	1 579	1 487	846	74 406
Total active in schools	no.	38 652	35 570	26 189	14 417	9 742	2 702	2 471	1 439	131 182
Not active in schools	no.	1 109	565	763	257	240	65	97	69	3 164
Schools										
Primary	no.	490	425	232	149	103	28	25	11	1 463
Secondary	no.	145	98	73	9	19	5	5	9	363
Combined (c)	no.	237	156	154	132	70	31	13	17	810
Special	no.	41	19	17	11	3	1	1	1	94
Total	no.	913	698	476	301	195	65	44	38	2 730
Schools										
Primary	%	53.7	60.9	48.7	49.5	52.8	43.1	56.8	28.9	53.6
Secondary	%	15.9	14.0	15.3	3.0	9.7	7.7	11.4	23.7	13.3
Combined (c)	%	26.0	22.3	32.4	43.9	35.9	47.7	29.5	44.7	29.7
Special	%	4.5	2.7	3.6	3.7	1.5	1.5	2.3	2.6	3.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.

(b) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.

TABLE 4A.2

Table 4A.2 Non-government schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(c) Combined schools include both primary and secondary students.

– Nil or rounded to zero.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<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>
2008										
Students										
Primary – full time	no.	617 570	454 988	432 566	213 256	156 257	44 770	30 740	23 355	1 973 502
Primary – part time	no.	109	702	2 983	300	83	23	109	28	4 337
Primary – FTE of part time students	no.	75	360	1 028	190	54	9	76	13	1 805
Primary – FTE total	no.	617 645	455 348	433 594	213 446	156 311	44 779	30 816	23 368	1 975 307
Secondary – full time	no.	490 981	383 345	273 896	136 401	95 204	36 821	28 438	15 702	1 460 788
Secondary – part time	no.	2 344	2 545	2 989	1 767	6 833	1 524	14	407	18 423
Secondary – FTE of part time students	no.	1 323	1 212	1 122	503	3 196	866	8	147	8 378
Secondary – FTE total	no.	492 304	384 557	275 018	136 904	98 400	37 687	28 446	15 849	1 469 166
Primary and secondary — full time total	no.	1 108 551	838 333	706 462	349 657	251 461	81 591	59 178	39 057	3 434 290
Primary and secondary — FTE total	no.	1 109 950	839 905	708 613	350 350	254 711	82 466	59 262	39 217	3 444 474
Staff (b)										
Primary	no.	50 796	38 714	38 690	20 997	13 988	4 171	2 675	2 847	172 876
Secondary	no.	52 885	44 567	30 481	16 588	11 199	4 266	3 013	1 999	164 997
Total active in schools	no.	103 681	83 281	69 170	37 585	25 187	8 437	5 688	4 846	337 873
Not active in schools	no.	2 881	1 734	2 943	1 311	2 229	425	422	342	12 285
Schools										
Primary	no.	2 144	1 626	1 166	658	535	169	83	67	6 448
Secondary	no.	526	360	250	131	95	46	22	25	1 455
Combined (c)	no.	293	205	238	199	142	56	18	90	1 241
Special	no.	146	97	59	77	23	6	5	5	418
Total	no.	3 109	2 288	1 713	1 065	795	277	128	187	9 562
Schools										

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<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>
Primary	%	69.0	71.1	68.1	61.8	67.3	61.0	64.8	35.8	67.4
Secondary	%	16.9	15.7	14.6	12.3	11.9	16.6	17.2	13.4	15.2
Combined (c)	%	9.4	9.0	13.9	18.7	17.9	20.2	14.1	48.1	13.0
Special	%	4.7	4.2	3.4	7.2	2.9	2.2	3.9	2.7	4.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009										
Students										
Primary — full time	no.	618 749	458 402	438 531	216 627	155 936	44 157	31 231	23 229	1 986 862
Primary — part time	no.	96	742	3 320	359	305	61	101	16	5 000
Primary — FTE of part time students	no.	58	383	1 142	222	256	24	68	12	2 165
Primary — FTE total	no.	618 807	458 785	439 673	216 849	156 192	44 181	31 299	23 241	1 989 027
Secondary — full time	no.	492 190	385 667	279 457	139 227	97 492	36 750	28 568	15 260	1 474 611
Secondary — part time	no.	2 181	3 014	3 118	959	6 741	1 987	18	313	18 331
Secondary — FTE of part time students	no.	1 172	1 483	1 242	444	3 104	1 162	9	132	8 747
Secondary — FTE total	no.	493 362	387 150	280 699	139 671	100 596	37 912	28 577	15 392	1 483 358
Primary and secondary — full time total	no.	1 110 939	844 069	717 988	355 854	253 428	80 907	59 799	38 489	3 461 473
Primary and secondary — FTE total	no.	1 112 169	845 935	720 372	356 520	256 788	82 093	59 876	38 633	3 472 385
Staff (b)										
Primary	no.	51 131	39 408	39 357	21 648	14 102	4 306	2 818	2 822	175 592
Secondary	no.	52 966	45 394	31 382	17 271	11 279	4 334	3 171	2 248	168 045
Total active in schools	no.	104 097	84 803	70 739	38 919	25 381	8 640	5 989	5 069	343 636
Not active in schools	no.	3 040	1 973	3 147	1 864	1 351	415	425	488	12 703
Schools										
Primary	no.	2 133	1 607	1 161	664	527	168	81	73	6 414
Secondary	no.	525	357	250	122	94	44	22	25	1 439

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

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	<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>
Combined (c)	no.	294	217	240	207	143	56	19	85	1 261
Special	no.	145	98	59	74	23	6	5	5	415
Total	no.	3 097	2 279	1 710	1 067	787	274	127	188	9 529
Schools										
Primary	%	68.9	70.5	67.9	62.2	67.0	61.3	63.8	38.8	67.3
Secondary	%	17.0	15.7	14.6	11.4	11.9	16.1	17.3	13.3	15.1
Combined (c)	%	9.5	9.5	14.0	19.4	18.2	20.4	15.0	45.2	13.2
Special	%	4.7	4.3	3.5	6.9	2.9	2.2	3.9	2.7	4.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010										
Students										
Primary — full time	no.	621 280	461 347	442 838	229 719	156 119	43 898	31 509	23 617	2 010 327
Primary — part time	no.	55	768	3 350	295	82	57	80	3	4 690
Primary — FTE of part time students	no.	31	386	1 117	191	58	25	63	1	1 871
Primary — FTE total	no.	621 311	461 733	443 955	229 910	156 177	43 923	31 572	23 618	2 012 198
Secondary — full time	no.	497 809	387 628	282 118	128 650	98 904	36 943	28 786	15 714	1 476 552
Secondary — part time	no.	2 291	2 856	3 311	2 098	6 491	2 184	18	57	19 306
Secondary — FTE of part time students	no.	1 310	1 491	1 322	574	2 906	1 186	8	21	8 817
Secondary — FTE total	no.	499 119	389 119	283 440	129 224	101 810	38 129	28 794	15 735	1 485 369
Primary and secondary — full time total	no.	1 119 089	848 975	724 956	358 369	255 023	80 841	60 295	39 331	3 486 879
Primary and secondary — FTE total	no.	1 120 430	850 852	727 395	359 133	257 987	82 052	60 367	39 352	3 497 567
Staff (b)										
Primary	no.	52 155	39 921	40 229	22 602	14 279	4 432	2 836	2 950	179 403
Secondary	no.	53 403	46 092	32 021	16 983	11 372	4 352	3 224	2 242	169 689
Total active in schools	no.	105 558	86 014	72 250	39 585	25 651	8 784	6 060	5 191	349 092

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<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>
Not active in schools	no.	3 105	2 083	3 479	1 797	1 378	387	434	524	13 188
Schools										
Primary	no.	2 129	1 580	1 150	659	520	165	81	73	6 357
Secondary	no.	521	349	252	110	90	42	23	23	1 410
Combined (c)	no.	297	225	240	220	143	56	19	87	1 287
Special	no.	145	97	60	76	22	5	4	5	414
Total	no.	3 092	2 251	1 702	1 065	775	268	127	188	9 468
Schools										
Primary	%	68.9	70.2	67.6	61.9	67.1	61.6	63.8	38.8	67.1
Secondary	%	16.8	15.5	14.8	10.3	11.6	15.7	18.1	12.2	14.9
Combined (c)	%	9.6	10.0	14.1	20.7	18.5	20.9	15.0	46.3	13.6
Special	%	4.7	4.3	3.5	7.1	2.8	1.9	3.1	2.7	4.4
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011										
Students										
Primary — full time	no.	627 414	467 932	450 352	234 996	157 015	43 794	31 978	23 667	2 037 148
Primary — part time	no.	71	719	3 571	268	96	60	82	66	4 933
Primary — FTE of part time students	no.	41	355	1 155	158	64	28	51	32	1 883
Primary — FTE total	no.	627 455	468 287	451 507	235 154	157 079	43 822	32 029	23 699	2 039 031
Secondary — full time	no.	500 903	388 266	283 300	128 722	99 813	36 929	28 818	15 633	1 482 384
Secondary — part time	no.	2 268	2 391	3 551	2 014	4 322	2 511	55	232	17 344
Secondary — FTE of part time students	no.	1 391	1 119	1 307	737	2 031	1 407	28	86	8 104
Secondary — FTE total	no.	502 294	389 385	284 607	129 459	101 844	38 336	28 846	15 719	1 490 488
Primary and secondary — full time total	no.	1 128 317	856 198	733 652	363 718	256 828	80 723	60 796	39 300	3 519 532
Primary and secondary — FTE total	no.	1 129 749	857 672	736 114	364 612	258 922	82 157	60 874	39 418	3 529 519

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

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	<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>
Staff (b)										
Primary	no.	53 191	41 183	41 315	23 182	14 598	4 414	2 799	2 957	183 640
Secondary	no.	53 970	46 910	32 467	16 998	11 352	4 418	3 207	2 318	171 640
Total active in schools	no.	107 160	88 093	73 783	40 180	25 950	8 832	6 006	5 275	355 280
Not active in schools	no.	3 128	1 866	3 650	1 616	1 415	364	400	558	12 997
Schools										
Primary	no.	2 124	1 563	1 152	663	499	156	78	77	6 312
Secondary	no.	523	344	251	109	87	36	24	23	1 397
Combined (c)	no.	301	231	243	221	145	58	22	85	1 306
Special	no.	149	96	62	78	21	5	4	5	420
Total	no.	3 097	2 234	1 708	1 071	752	255	128	190	9 435
Schools										
Primary	%	68.6	70.0	67.4	61.9	66.4	61.2	60.9	40.5	66.9
Secondary	%	16.9	15.4	14.7	10.2	11.6	14.1	18.8	12.1	14.8
Combined (c)	%	9.7	10.3	14.2	20.6	19.3	22.7	17.2	44.7	13.8
Special	%	4.8	4.3	3.6	7.3	2.8	2.0	3.1	2.6	4.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2012										
Students										
Primary — full time	no.	635 145	477 690	462 119	242 995	158 535	43 377	33 066	24 051	2 076 978
Primary — part time	no.	65	689	4 925	235	86	58	41	42	6 141
Primary — FTE of part time students	no.	35	340	1 343	136	59	28	24	20	1 985
Primary — FTE total	no.	635 180	478 030	463 462	243 131	158 594	43 405	33 090	24 071	2 078 963
Secondary — full time	no.	502 206	389 155	285 563	131 207	100 456	36 652	29 040	15 808	1 490 087
Secondary — part time	no.	2 650	2 516	4 054	1 880	3 016	2 390	61	213	16 780

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

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	<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>
Secondary — FTE of part time students	no.	1 604	1 135	1 442	637	1 451	1 324	26	84	7 702
Secondary — FTE total	no.	503 810	390 290	287 005	131 844	101 907	37 976	29 066	15 892	1 497 789
Primary and secondary — full time total	no.	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
Primary and secondary — FTE total	no.	1 138 990	868 320	750 467	374 975	260 501	81 381	62 156	39 963	3 576 753
Staff (b)										
Primary	no.	54 145	43 150	42 527	23 993	14 988	4 309	2 915	3 066	189 093
Secondary	no.	54 504	47 094	33 380	17 337	11 540	4 376	3 256	2 434	173 919
Total active in schools	no.	108 649	90 244	75 907	41 329	26 528	8 685	6 171	5 500	363 012
Not active in schools	no.	3 204	2 079	3 491	1 709	1 487	334	388	600	13 291
Schools										
Primary	no.	2 113	1 561	1 153	662	496	156	78	71	6 290
Secondary	no.	515	342	253	105	87	43	23	24	1 392
Combined (c)	no.	303	235	246	222	146	57	22	90	1 321
Special	no.	151	95	63	77	21	6	5	6	424
Total	no.	3 082	2 233	1 715	1 066	750	262	128	191	9 427
Schools										
Primary	%	68.6	69.9	67.2	62.1	66.1	59.5	60.9	37.2	66.7
Secondary	%	16.7	15.3	14.8	9.8	11.6	16.4	18.0	12.6	14.8
Combined (c)	%	9.8	10.5	14.3	20.8	19.5	21.8	17.2	47.1	14.0
Special	%	4.9	4.3	3.7	7.2	2.8	2.3	3.9	3.1	4.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

FTE = Full time equivalent.

(a) Historic data may be different to those published in previous Reports and other publications due to the ABS subsequently revising data.

TABLE 4A.3

Table 4A.3 All schools: students, staff and school numbers (a)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(b) FTE staff. Primary and secondary staff are defined as staff who usually spend the majority of their time engaged in duties at one or more schools (excluding cleaners and emergency and casual relief staff). Staff not active in schools are staff who usually spend the majority of their time engaged in duties outside schools. Totals may not add as a result of rounding.

(c) Combined schools include both primary and secondary students.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<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>
2008										
Students — male										
Primary — full time	no.	316 879	233 635	222 399	109 686	80 157	22 992	15 626	12 028	1 013 402
Primary — part time	no.	61	488	2 045	169	47	18	55	20	2 903
Primary — FTE of part time students	no.	40	247	708	106	30	7	37	9	1 184
Primary — FTE total	no.	316 919	233 882	223 107	109 792	80 187	22 999	15 663	12 037	1 014 586
Secondary — full time	no.	247 712	192 297	137 526	69 024	47 814	18 535	14 530	7 984	735 422
Secondary — part time	no.	966	1 103	1 364	579	2 811	516	8	228	7 575
Secondary — FTE of part time students	no.	589	499	543	200	1 351	299	4	75	3 560
Secondary — FTE total	no.	248 301	192 796	138 069	69 224	49 165	18 834	14 534	8 059	738 982
Primary and secondary — full time total	no.	564 591	425 932	359 925	178 710	127 971	41 527	30 156	20 012	1 748 824
Primary and secondary — FTE total	no.	565 220	426 678	361 176	179 016	129 352	41 833	30 198	20 096	1 753 568
Students — female										
Primary — full time	no.	300 691	221 353	210 167	103 570	76 100	21 778	15 114	11 327	960 100
Primary — part time	no.	48	214	938	131	36	5	54	8	1 434
Primary — FTE of part time students	no.	36	113	320	84	24	2	38	4	621
Primary — FTE total	no.	300 727	221 466	210 487	103 654	76 124	21 780	15 152	11 331	960 721
Secondary — full time	no.	243 269	191 048	136 370	67 377	47 390	18 286	13 908	7 718	725 366
Secondary — part time	no.	1 378	1 442	1 625	1 188	4 022	1 008	6	179	10 848
Secondary — FTE of part time students	no.	734	713	579	304	1 846	567	4	72	4 818
Secondary — FTE total	no.	244 003	191 761	136 949	67 681	49 236	18 853	13 912	7 790	730 184
Primary and secondary — full time total	no.	543 960	412 401	346 537	170 947	123 490	40 064	29 022	19 045	1 685 466
Primary and secondary — FTE total	no.	544 730	413 227	347 437	171 335	125 360	40 633	29 064	19 121	1 690 906
2009										
Students — male										
Primary — full time	no.	318 001	235 212	225 350	111 516	79 938	22 684	15 904	11 909	1 020 514

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<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>
Primary — part time	no.	48	507	2 329	184	156	38	50	9	3 321
Primary — FTE of part time students	no.	28	254	816	111	128	17	33	8	1 395
Primary — FTE total	no.	318 029	235 466	226 166	111 627	80 066	22 701	15 937	11 917	1 021 909
Secondary — full time	no.	248 477	194 244	141 005	70 677	49 218	18 522	14 515	7 791	744 449
Secondary — part time	no.	880	1 351	1 445	455	2 703	806	10	187	7 837
Secondary — FTE of part time students	no.	505	677	590	216	1 265	476	5	73	3 808
Secondary — FTE total	no.	248 982	194 921	141 595	70 893	50 483	18 998	14 520	7 864	748 257
Primary and secondary — full time total	no.	566 478	429 456	366 355	182 193	129 156	41 206	30 419	19 700	1 764 963
Primary and secondary — FTE total	no.	567 011	430 388	367 762	182 519	130 549	41 699	30 457	19 781	1 770 166
Students — female										
Primary — full time	no.	300 748	223 190	213 181	105 111	75 998	21 473	15 327	11 320	966 348
Primary — part time	no.	48	235	991	175	149	23	51	7	1 679
Primary — FTE of part time students	no.	31	128	325	111	128	7	35	4	770
Primary — FTE total	no.	300 779	223 318	213 506	105 222	76 126	21 480	15 362	11 324	967 118
Secondary — full time	no.	243 713	191 423	138 452	68 550	48 274	18 228	14 053	7 469	730 162
Secondary — part time	no.	1 301	1 663	1 673	504	4 038	1 181	8	126	10 494
Secondary — FTE of part time students	no.	667	806	652	228	1 839	685	4	58	4 939
Secondary — FTE total	no.	244 380	192 229	139 104	68 778	50 113	18 913	14 057	7 527	735 101
Primary and secondary — full time total	no.	544 461	414 613	351 633	173 661	124 272	39 701	29 380	18 789	1 696 510
Primary and secondary — FTE total	no.	545 158	415 547	352 610	174 000	126 239	40 393	29 419	18 852	1 702 219
2010										
Students — male										
Primary — full time	no.	319 466	236 483	227 925	117 943	80 037	22 545	16 158	12 066	1 032 623
Primary — part time	no.	35	537	2 365	164	53	39	44	–	3 237
Primary — FTE of part time students	no.	19	268	809	106	37	19	35	–	1 294
Primary — FTE total	no.	319 485	236 751	228 734	118 049	80 074	22 564	16 193	12 066	1 033 917

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<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>
Secondary — full time	no.	251 447	195 219	142 646	65 546	49 956	18 549	14 501	8 102	745 966
Secondary — part time	no.	1 017	1 285	1 579	786	2 446	874	11	25	8 023
Secondary — FTE of part time students	no.	616	691	651	260	1 123	468	5	9	3 824
Secondary — FTE total	no.	252 063	195 910	143 297	65 806	51 079	19 017	14 506	8 111	749 790
Primary and secondary — full time total	no.	570 913	431 702	370 571	183 489	129 993	41 094	30 659	20 168	1 778 589
Primary and secondary — FTE total	no.	571 548	432 662	372 031	183 856	131 153	41 581	30 699	20 177	1 783 707
Students — female										
Primary — full time	no.	301 814	224 864	214 913	111 776	76 082	21 353	15 351	11 551	977 704
Primary — part time	no.	20	231	985	131	29	18	36	3	1 453
Primary — FTE of part time students	no.	12	117	308	84	22	6	28	1	577
Primary — FTE total	no.	301 826	224 981	215 221	111 860	76 104	21 359	15 379	11 552	978 281
Secondary — full time	no.	246 362	192 409	139 472	63 104	48 948	18 394	14 285	7 612	730 586
Secondary — part time	no.	1 274	1 571	1 732	1 312	4 045	1 310	7	32	11 283
Secondary — FTE of part time students	no.	694	800	671	313	1 783	717	4	12	4 993
Secondary — FTE total	no.	247 056	193 209	140 143	63 417	50 731	19 111	14 289	7 624	735 579
Primary and secondary — full time total	no.	548 176	417 273	354 385	174 880	125 030	39 747	29 636	19 163	1 708 290
Primary and secondary — FTE total	no.	548 882	418 190	355 363	175 278	126 834	40 470	29 668	19 176	1 713 860
2011										
Students — male										
Primary — full time	no.	322 775	239 686	232 033	120 359	80 595	22 514	16 378	11 983	1 046 323
Primary — part time	no.	50	494	2 412	169	61	40	40	48	3 314
Primary — FTE of part time students	no.	29	245	804	96	40	19	26	24	1 283
Primary — FTE total	no.	322 804	239 931	232 837	120 455	80 635	22 533	16 404	12 007	1 047 606
Secondary — full time	no.	253 153	196 181	143 280	65 672	50 328	18 606	14 460	8 151	749 831
Secondary — part time	no.	1 034	995	1 686	828	1 580	1 168	27	128	7 446
Secondary — FTE of part time students	no.	664	458	620	365	758	648	12	44	3 569

TABLE 4A.4

Table 4A.4 All schools: students time series, by sex

	<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>
Secondary — FTE total	no.	253 817	196 639	143 900	66 037	51 086	19 254	14 472	8 195	753 400
Primary and secondary — full time total	no.	575 928	435 867	375 313	186 031	130 923	41 120	30 838	20 134	1 796 154
Primary and secondary — FTE total	no.	576 621	436 570	376 737	186 493	131 720	41 787	30 876	20 202	1 801 007
Students — female										
Primary — full time	no.	304 639	228 246	218 319	114 637	76 420	21 280	15 600	11 684	990 825
Primary — part time	no.	21	225	1 159	99	35	20	42	18	1 619
Primary — FTE of part time students	no.	13	110	351	61	24	8	25	8	600
Primary — FTE total	no.	304 652	228 356	218 670	114 698	76 444	21 288	15 625	11 692	991 425
Secondary — full time	no.	247 750	192 085	140 020	63 050	49 485	18 323	14 358	7 482	732 553
Secondary — part time	no.	1 234	1 396	1 865	1 186	2 742	1 343	28	104	9 898
Secondary — FTE of part time students	no.	727	661	687	371	1 273	759	16	42	4 535
Secondary — FTE total	no.	248 477	192 746	140 707	63 421	50 758	19 082	14 374	7 524	737 088
Primary and secondary — full time total	no.	552 389	420 331	358 339	177 687	125 905	39 603	29 958	19 166	1 723 378
Primary and secondary — FTE total	no.	553 128	421 102	359 377	178 120	127 202	40 370	29 998	19 215	1 728 512
2012										
Students — male										
Primary — full time	no.	326 800	245 043	238 395	124 456	81 266	22 364	16 947	12 232	1 067 503
Primary — part time	no.	41	471	3 079	140	55	40	17	24	3 867
Primary — FTE of part time students	no.	22	233	885	72	35	20	10	12	1 289
Primary — FTE total	no.	326 822	245 276	239 280	124 528	81 301	22 384	16 957	12 244	1 068 792
Secondary — full time	no.	254 234	196 846	144 107	67 060	50 657	18 560	14 727	8 158	754 349
Secondary — part time	no.	1 252	1 072	1 828	755	1 264	1 110	37	95	7 413
Secondary — FTE of part time students	no.	780	466	659	313	629	599	14	35	3 494
Secondary — FTE total	no.	255 014	197 312	144 766	67 373	51 286	19 159	14 741	8 193	757 843
Primary and secondary — full time total	no.	581 034	441 889	382 502	191 516	131 923	40 924	31 674	20 390	1 821 852
Primary and secondary — FTE total	no.	581 836	442 588	384 046	191 901	132 587	41 543	31 698	20 437	1 826 635

TABLE 4A.4

Table 4A.4 **All schools: students time series, by sex**

	<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>
Students — female										
Primary — full time	no.	308 345	232 647	223 724	118 539	77 269	21 013	16 119	11 819	1 009 475
Primary — part time	no.	24	218	1 846	95	31	18	24	18	2 274
Primary — FTE of part time students	no.	14	107	458	64	24	8	14	8	696
Primary — FTE total	no.	308 359	232 754	224 182	118 603	77 293	21 021	16 133	11 827	1 010 171
Secondary — full time	no.	247 972	192 309	141 456	64 147	49 799	18 092	14 313	7 650	735 738
Secondary — part time	no.	1 398	1 444	2 226	1 125	1 752	1 280	24	118	9 367
Secondary — FTE of part time students	no.	824	669	783	324	823	726	12	49	4 208
Secondary — FTE total	no.	248 796	192 978	142 239	64 471	50 622	18 818	14 325	7 699	739 946
Primary and secondary — full time total	no.	556 317	424 956	365 180	182 686	127 068	39 105	30 432	19 469	1 745 213
Primary and secondary — FTE total	no.	557 155	425 732	366 421	183 074	127 914	39 839	30 457	19 526	1 750 117

FTE = Full time equivalent.

– Nil or rounded to zero.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0.

TABLE 4A.5

Table 4A.5 **Students as a proportion of the population, 2012 (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>
Primary students as a proportion of the population									
Government schools	6.0	5.7	7.0	6.9	6.3	6.2	5.3	7.9	6.2
Non-government schools	2.6	2.7	3.0	3.0	3.2	2.2	3.5	2.2	2.8
All schools	8.6	8.4	10.0	9.8	9.5	8.5	8.7	10.2	9.1
Secondary students as a proportion of the population									
Government schools	4.2	3.9	3.8	3.1	3.6	4.8	4.1	4.5	3.9
Non-government schools	2.7	2.9	2.4	2.3	2.4	2.4	3.5	2.2	2.6
All schools	6.8	6.9	6.2	5.3	6.0	7.2	7.7	6.7	6.5
All students as a proportion of the population									
Government schools	10.2	9.6	10.8	9.9	9.9	11.0	9.4	12.4	10.1
Non-government schools	5.3	5.7	5.4	5.2	5.6	4.6	7.0	4.4	5.4
All schools	15.5	15.3	16.2	15.1	15.6	15.6	16.4	16.8	15.6

(a) Full time students as a proportion of the total population. Population is as at 30 June 2011, using preliminary ERP.

(b) Totals may not add as a result of rounding.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0; ABS 2012, *Australian Demographic Statistics*, December 2012, Cat. no. 3101.0; table 2A.2.

TABLE 4A.6

Table 4A.6 **Average FTE student population, by school sector (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Average FTE student population in government schools (no.)									
2002-03	752 993	536 176	444 287	232 752	172 176	62 757	36 975	28 754	2 266 869
2003-04	748 346	537 559	448 560	230 630	170 043	62 387	36 266	28 817	2 262 608
2004-05	743 543	538 116	451 565	229 891	168 364	61 910	35 649	28 895	2 257 932
2005-06	740 997	537 953	454 697	230 142	167 235	61 297	35 261	28 991	2 256 572
2006-07	739 525	537 394	468 784	230 524	166 859	60 421	34 874	29 100	2 267 481
2007-08	737 207	536 793	481 315	230 814	166 100	59 502	34 335	29 278	2 275 344
2008-09	736 213	537 565	484 301	232 689	165 434	58 899	34 181	28 966	2 278 247
2009-10	739 394	538 956	487 433	234 175	165 709	58 584	34 411	28 858	2 287 520
2010-11	743 841	540 220	489 921	235 764	165 877	58 480	34 554	29 133	2 297 790
2011-12	746 887	543 761	496 203	241 312	166 189	58 077	35 114	29 305	2 316 848
Average FTE student population in non-government schools (no.)									
2002-03	354 586	282 721	182 238	102 945	80 138	21 092	23 513	8 532	1 055 764
2003-04	360 403	285 162	187 565	105 381	82 106	21 415	23 842	8 636	1 074 511
2004-05	365 283	287 947	193 328	108 222	83 985	21 752	24 206	8 773	1 093 496
2005-06	368 688	291 782	199 606	111 192	85 704	22 187	24 458	8 963	1 112 581
2006-07	370 861	296 119	211 008	113 928	87 152	22 703	24 694	9 234	1 135 699
2007-08	372 996	300 859	223 002	117 078	88 652	23 137	25 041	9 636	1 160 401
2008-09	374 846	305 355	230 191	120 746	90 316	23 380	25 389	9 959	1 180 182
2009-10	376 905	309 437	236 450	123 652	91 679	23 488	25 710	10 135	1 197 456
2010-11	381 249	314 042	241 833	126 109	92 578	23 624	26 066	10 252	1 215 753
2011-12	387 483	319 235	247 088	128 482	93 522	23 692	26 401	10 385	1 236 287
Average FTE student population in all schools (no.)									
2002-03	1 107 578	818 897	626 525	335 697	252 313	83 849	60 489	37 285	3 322 633
2003-04	1 108 750	822 721	636 125	336 010	252 149	83 802	60 108	37 452	3 337 118
2004-05	1 108 826	826 063	644 893	338 113	252 348	83 663	59 855	37 668	3 351 429
2005-06	1 109 685	829 736	654 303	341 334	252 939	83 484	59 719	37 954	3 369 154
2006-07	1 110 387	833 513	679 793	344 452	254 011	83 124	59 568	38 334	3 403 180
2007-08	1 110 204	837 652	704 316	347 891	254 752	82 639	59 377	38 913	3 435 745
2008-09	1 111 059	842 920	714 492	353 435	255 750	82 279	59 569	38 925	3 458 429
2009-10	1 116 299	848 393	723 883	357 826	257 388	82 072	60 121	38 993	3 484 976
2010-11	1 125 089	854 262	731 754	361 873	258 455	82 104	60 620	39 385	3 513 543
2011-12	1 134 370	862 996	743 290	369 794	259 712	81 769	61 515	39 690	3 553 136

(a) FTE students by financial year are derived by averaging the FTE students numbers for the two associated calendar years. Data for years 2008 to 2012 are in tables 4A.1-3.

Source: ABS 2013, Schools Australia 2012, Cat. no. 4221.0.

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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 (d)</i>	<i>Aust</i>
Government schools									
Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2002-03	856 963	579 404	502 145	262 680	194 454	71 129	41 925	68 202	2 576 905
2003-04	899 609	614 417	534 836	270 895	202 145	74 373	39 652	68 447	2 704 376
2004-05	896 624	635 019	552 718	257 783	205 197	77 028	40 288	48 936	2 713 595
2005-06	926 977	617 412	559 090	301 973	201 112	74 501	38 921	64 684	2 784 670
2006-07	933 025	624 767	566 175	288 197	209 312	73 047	39 646	67 608	2 801 776
2007-08	915 350	636 314	593 339	276 680	210 375	73 610	37 904	71 550	2 815 121
2008-09	1 219 876	880 393	752 573	377 356	283 155	98 926	57 480	82 456	3 752 213
2009-10	1 266 610	853 789	730 070	372 608	291 811	105 741	53 888	110 301	3 784 817
2010-11	1 331 749	881 825	798 990	386 094	305 818	110 696	56 279	112 799	3 984 249
2011-12	1 515 812	1 027 610	917 217	451 789	346 516	131 326	64 376	124 034	4 578 680
State and territory government recurrent expenditure (including UCC) (i)									
2002-03	9 702 402	6 040 490	5 047 249	2 924 715	2 051 450	758 214	496 102	516 759	27 537 379
2003-04	9 480 315	6 113 616	5 213 719	2 966 859	2 113 543	748 608	532 254	505 728	27 674 639
2004-05	9 504 334	6 056 954	5 498 268	3 289 058	2 116 518	753 051	522 692	516 153	28 257 027
2005-06	9 340 230	6 224 087	5 609 459	3 235 478	2 133 363	781 016	531 381	528 191	28 383 205
2006-07	9 331 544	6 174 196	6 009 543	3 536 571	2 115 751	771 225	531 025	515 446	28 985 304
2007-08	9 373 487	6 319 454	6 179 946	3 867 354	2 133 180	759 666	586 646	533 461	29 753 192
2008-09	9 425 504	6 377 921	6 236 070	3 930 134	2 030 968	752 667	592 469	551 192	29 896 925
2009-10	9 830 832	6 592 468	6 598 309	4 070 512	2 157 586	781 477	604 478	536 363	31 172 025
2010-11	9 612 397	6 516 742	6 611 397	4 055 555	2 326 903	790 848	642 926	561 455	31 118 225
2011-12	10 223 403	6 476 666	6 786 762	4 068 211	2 366 247	793 672	666 190	573 068	31 954 218
Australian, State and Territory government recurrent expenditure (including UCC)									
2002-03	10 559 365	6 619 893	5 549 394	3 187 396	2 245 903	829 343	538 028	584 961	30 114 284
2003-04	10 379 924	6 728 033	5 748 555	3 237 754	2 315 688	822 981	571 906	574 175	30 379 015

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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 (d)</i>	<i>Aust</i>
2004-05	10 400 959	6 691 973	6 050 986	3 546 841	2 321 715	830 079	562 981	565 089	30 970 622
2005-06	10 267 206	6 841 499	6 168 549	3 537 451	2 334 475	855 517	570 302	592 875	31 167 875
2006-07	10 264 569	6 798 964	6 575 718	3 824 768	2 325 063	844 272	570 671	583 054	31 787 080
2007-08	10 288 837	6 955 768	6 773 284	4 144 033	2 343 555	833 276	624 549	605 011	32 568 313
2008-09	10 645 379	7 258 314	6 988 642	4 307 490	2 314 123	851 592	649 949	633 648	33 649 138
2009-10	11 097 442	7 446 257	7 328 379	4 443 119	2 449 397	887 218	658 367	646 664	34 956 843
2010-11	10 944 147	7 398 567	7 410 387	4 441 649	2 632 721	901 544	699 205	674 255	35 102 475
2011-12	11 739 215	7 504 276	7 703 979	4 520 000	2 712 763	924 998	730 566	697 102	36 532 898
Non-government schools									
Australian government specific purpose payments (excluding capital grants) (e), (f), (g), (h)									
2002-03	1 715 025	1 374 913	936 848	505 568	393 820	102 170	107 959	62 266	5 198 567
2003-04	1 936 800	1 523 230	1 053 121	571 846	438 444	116 295	120 991	63 823	5 824 549
2004-05	2 051 565	1 602 037	1 153 369	600 312	489 558	126 014	118 076	54 031	6 194 963
2005-06	1 990 453	1 600 450	1 189 278	615 705	480 208	127 983	121 079	64 898	6 190 053
2006-07	2 030 368	1 603 963	1 213 646	611 604	493 917	128 671	123 842	51 286	6 257 298
2007-08	1 990 233	1 622 067	1 220 564	625 558	493 053	131 684	120 918	59 867	6 263 946
2008-09	1 988 024	1 587 321	1 249 382	659 949	498 700	131 718	118 928	76 403	6 310 424
2009-10	2 144 774	1 785 679	1 378 129	708 162	540 781	145 917	130 983	83 407	6 917 831
2010-11	2 249 424	1 857 237	1 470 166	737 623	580 347	151 645	137 468	84 122	7 268 033
2011-12	2 384 015	1 996 561	1 567 991	786 808	625 857	159 332	145 884	84 558	7 751 006
State and territory government recurrent expenditure									
2002-03	764 119	404 050	413 682	234 913	127 477	44 063	42 470	35 313	2 066 087
2003-04	815 405	401 674	492 749	256 266	132 366	44 839	44 875	37 366	2 225 541
2004-05	856 742	410 367	504 635	258 645	132 787	46 200	45 601	37 230	2 292 207
2005-06	856 451	411 278	604 078	261 387	134 312	45 460	47 018	40 207	2 400 190
2006-07	868 577	429 014	513 237	273 048	143 895	48 047	45 359	56 177	2 377 354

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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 (d)</i>	<i>Aust</i>
2007-08	879 170	450 767	520 516	290 314	148 341	49 158	47 214	32 428	2 417 906
2008-09	869 480	512 714	541 864	303 524	148 696	50 125	46 599	33 707	2 506 709
2009-10	863 426	505 225	549 836	326 522	152 972	50 776	49 392	34 657	2 532 807
2010-11	868 183	553 184	610 667	389 914	160 315	54 462	46 670	66 176	2 749 570
2011-12	899 135	580 197	599 985	417 673	164 538	54 404	47 597	50 535	2 814 064
Australian, State and Territory government recurrent expenditure									
2002-03	2 479 144	1 778 963	1 350 530	740 481	521 298	146 233	150 428	97 579	7 264 654
2003-04	2 752 205	1 924 903	1 545 870	828 112	570 811	161 134	165 866	101 189	8 050 090
2004-05	2 908 308	2 012 404	1 658 004	858 957	622 345	172 214	163 677	91 260	8 487 170
2005-06	2 846 904	2 011 727	1 793 355	877 092	614 520	173 443	168 097	105 105	8 590 243
2006-07	2 898 946	2 032 978	1 726 883	884 652	637 812	176 718	169 201	107 462	8 634 651
2007-08	2 869 403	2 072 834	1 741 080	915 872	641 394	180 842	168 133	92 295	8 681 852
2008-09	2 857 504	2 100 035	1 791 246	963 473	647 396	181 842	165 527	110 110	8 817 133
2009-10	3 008 200	2 290 904	1 927 964	1 034 684	693 753	196 693	180 375	118 064	9 450 638
2010-11	3 117 607	2 410 421	2 080 833	1 127 537	740 662	206 106	184 138	150 299	10 017 603
2011-12	3 283 150	2 576 758	2 167 976	1 204 481	790 395	213 736	193 481	135 093	10 565 070
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (e), (f), (g), (h)									
2002-03	2 571 988	1 954 317	1 438 993	768 249	588 274	173 299	149 884	130 467	7 775 472
2003-04	2 836 409	2 137 647	1 587 957	842 741	640 589	190 668	160 643	132 270	8 528 925
2004-05	2 948 190	2 237 056	1 706 087	858 095	694 755	203 042	158 364	102 967	8 908 558
2005-06	2 917 430	2 217 861	1 748 367	917 678	681 319	202 484	160 000	129 582	8 974 722
2006-07	2 963 393	2 228 731	1 779 821	899 802	703 229	201 718	163 488	118 894	9 059 073
2007-08	2 905 583	2 258 381	1 813 903	902 238	703 428	205 294	158 822	131 418	9 079 067
2008-09	3 207 900	2 467 713	2 001 954	1 037 304	781 855	230 643	176 408	158 859	10 062 637
2009-10	3 411 384	2 639 468	2 108 199	1 080 769	832 592	251 658	184 871	193 708	10 702 648

TABLE 4A.7

Table 4A.7 Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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 (d)</i>	<i>Aust</i>
2010-11	3 581 173	2 739 062	2 269 156	1 123 717	886 165	262 340	193 747	196 922	11 252 282
2011-12	3 899 827	3 024 171	2 485 208	1 238 597	972 373	290 658	210 260	208 592	12 329 686
State and territory government recurrent expenditure (including UCC for government schools)									
2002-03	10 466 521	6 444 539	5 460 931	3 159 628	2 178 927	802 277	538 572	552 073	29 603 466
2003-04	10 295 720	6 515 289	5 706 468	3 223 125	2 245 909	793 446	577 129	543 094	29 900 181
2004-05	10 361 077	6 467 321	6 002 903	3 547 703	2 249 305	799 251	568 294	553 383	30 549 234
2005-06	10 196 681	6 635 365	6 213 537	3 496 864	2 267 675	826 477	578 399	568 398	30 783 396
2006-07	10 200 122	6 603 210	6 522 780	3 809 619	2 259 646	819 272	576 384	571 623	31 362 658
2007-08	10 252 657	6 770 221	6 700 461	4 157 668	2 281 521	808 823	633 860	565 888	32 171 099
2008-09	10 294 984	6 890 636	6 777 934	4 233 659	2 179 664	802 791	639 067	584 899	32 403 634
2009-10	10 694 258	7 097 693	7 148 144	4 397 034	2 310 558	832 254	653 870	571 020	33 704 832
2010-11	10 480 580	7 069 926	7 222 064	4 445 469	2 487 218	845 310	689 596	627 631	33 867 795
2011-12	11 122 538	7 056 863	7 386 747	4 485 884	2 530 785	848 076	713 787	623 603	34 768 282
Australian, State and Territory government recurrent expenditure (including UCC)									
2002-03	13 038 509	8 398 856	6 899 924	3 927 877	2 767 201	975 576	688 456	682 540	37 378 937
2003-04	13 132 129	8 652 936	7 294 425	4 065 866	2 886 498	984 115	737 772	675 364	38 429 105
2004-05	13 309 266	8 704 377	7 708 990	4 405 798	2 944 060	1 002 294	726 658	656 349	39 457 792
2005-06	13 114 111	8 853 226	7 961 904	4 414 543	2 948 994	1 028 961	738 399	697 980	39 758 118
2006-07	13 163 515	8 831 941	8 302 601	4 709 421	2 962 875	1 020 990	739 872	690 517	40 421 731
2007-08	13 158 240	9 028 601	8 514 364	5 059 905	2 984 949	1 014 118	792 682	697 306	41 250 165
2008-09	13 502 883	9 358 349	8 779 889	5 270 963	2 961 519	1 033 435	815 475	743 758	42 466 271
2009-10	14 105 642	9 737 161	9 256 343	5 477 803	3 143 150	1 083 911	838 742	764 728	44 407 481
2010-11	14 061 753	9 808 988	9 491 220	5 569 185	3 373 383	1 107 650	883 343	824 553	45 120 078
2011-12	15 022 365	10 081 034	9 871 955	5 724 481	3 503 158	1 138 734	924 047	832 195	47 097 968

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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 (d)</i>	<i>Aust</i>
(a)	This table integrates information from tables 4A.9 and 4A.10, and State and Territory data. Some data include capital amounts and exclude user cost of capital (UCC), as labelled. Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table includes only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.								
(b)	Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools. Funding from sources other than government is not included.								
(c)	Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.								
(d)	In relation to Northern Territory funding for non-government schools: In the four years from 2002-03 to 2006-07 the Catholic Remote Indigenous Schools were funded at the same rate as government schools and classified as non-government expenditure. The reduction in expenditure from 2007-08 by the Northern Territory Government is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007. For the NT, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included from 2010-11 (these costs have not been included in prior years) . The 2010-11 NT figures include an early payment of 2011 Semester 2 grants of \$9.7m. School transport costs of \$6.8m relating to non-government school students have been included in the 2011-12. These have not been included in prior years. The NT allocation for the Improving Teacher Quality National Partnership Agreement is based on proportion of teachers in schools in each sector. Total funding was retained by Northern Territory Government to support cross – sectoral initiatives to benefit all sectors. This The NT allocation for the Literacy and Numeracy National Partnership Agreement is based on proportion of students at or below National Minimum Standard. The NT allocation for the Low SES National Partnership Agreement is based on the and on proportion of eligible schools in each sector. The Northern Territory Government retained some of the non-government allocation to support cross-sectoral initiatives to benefit all sectors.								
(e)	The National Schools specific purpose payment (reported from 1 January 2009) does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.								
(f)	Includes recurrent, targetted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.								
(g)	For the purpose of the Report, Australian Government allocations to states and territories (see table 4A.9) are regarded as being expended in the year of allocation.								

TABLE 4A.7

Table 4A.7 **Real Australian, State and Territory government recurrent expenditure (2011-12 dollars) (\$'000) (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 (d)</i>	<i>Aust</i>
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(h) Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. See footnote (e) in table 4A.9.

(i) Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.

Source: Department of Education (unpublished); Standing Council on Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished); table 2A.53.

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (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 (c)</i>	<i>Aust</i>
Government schools									
Australian government specific purpose payments (excluding capital grants) (d), (e), (f), (g)									
2002-03	619 584	418 909	363 051	189 918	140 590	51 426	30 312	49 310	1 863 102
2003-04	670 209	457 741	398 453	201 817	150 598	55 408	29 541	50 993	2 014 760
2004-05	699 367	495 315	431 120	201 071	160 054	60 082	31 425	38 170	2 116 604
2005-06	754 559	502 573	455 099	245 806	163 705	60 644	31 682	52 653	2 266 721
2006-07	790 272	529 178	479 550	244 103	177 287	61 871	33 580	57 264	2 373 104
2007-08	808 254	561 865	523 918	244 308	185 761	64 998	33 469	63 179	2 485 752
2008-09	1 118 626	807 320	690 109	346 035	259 653	90 715	52 709	75 612	3 440 779
2009-10	1 191 880	803 415	686 996	350 624	274 594	99 502	50 709	103 793	3 561 513
2010-11	1 307 778	865 952	784 608	379 144	300 313	108 703	55 266	110 769	3 912 533
2011-12	1 515 812	1 027 610	917 217	451 789	346 516	131 326	64 376	124 034	4 578 680
State and territory government recurrent expenditure (including UCC) (h)									
2002-03	7 014 837	4 367 274	3 649 161	2 114 569	1 483 198	548 189	358 682	373 617	19 909 525
2003-04	7 062 834	4 554 644	3 884 220	2 210 310	1 574 589	557 713	396 529	376 767	20 617 606
2004-05	7 413 381	4 724 424	4 288 649	2 565 465	1 650 884	587 380	407 700	402 599	22 040 481
2005-06	7 602 947	5 066 407	4 566 100	2 633 679	1 736 557	635 747	432 544	429 947	23 103 929
2006-07	7 903 818	5 229 544	5 090 083	2 995 476	1 792 041	653 227	449 779	436 583	24 550 552
2007-08	8 276 789	5 580 078	5 456 892	3 414 873	1 883 598	670 785	518 008	471 046	26 272 069
2008-09	8 643 187	5 848 554	5 718 476	3 603 933	1 862 398	690 195	543 294	505 443	27 415 480
2009-10	9 250 813	6 203 513	6 209 008	3 830 351	2 030 289	735 370	568 814	504 718	29 332 876
2010-11	9 439 374	6 399 441	6 492 392	3 982 555	2 285 019	776 613	631 353	551 349	30 558 097
2011-12	10 223 403	6 476 666	6 786 762	4 068 211	2 366 247	793 672	666 190	573 068	31 954 218
Australian, State and Territory government recurrent expenditure (including UCC)									
2002-03	7 634 421	4 786 183	4 012 212	2 304 487	1 623 788	599 615	388 994	422 927	21 772 627

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (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 (c)</i>	<i>Aust</i>
2003-04	7 733 043	5 012 385	4 282 673	2 412 127	1 725 187	613 121	426 070	427 760	22 632 366
2004-05	8 112 748	5 219 739	4 719 769	2 766 536	1 810 938	647 462	439 125	440 769	24 157 085
2005-06	8 357 506	5 568 980	5 021 199	2 879 485	1 900 262	696 391	464 226	482 600	25 370 650
2006-07	8 694 090	5 758 722	5 569 633	3 239 579	1 969 328	715 098	483 359	493 847	26 923 656
2007-08	9 085 043	6 141 943	5 980 810	3 659 181	2 069 359	735 783	551 477	534 225	28 757 821
2008-09	9 761 813	6 655 874	6 408 585	3 949 968	2 122 051	780 910	596 003	581 055	30 856 259
2009-10	10 442 693	7 006 928	6 896 004	4 180 975	2 304 883	834 872	619 523	608 511	32 894 389
2010-11	10 747 152	7 265 393	7 277 000	4 361 699	2 585 332	885 316	686 619	662 118	34 470 630
2011-12	11 739 215	7 504 276	7 703 979	4 520 000	2 712 763	924 998	730 566	697 102	36 532 898

Non-government schools

Australian government specific purpose payments (excluding capital grants) (d), (e), (f), (g)

2002-03	1 239 963	994 062	677 341	365 526	284 732	73 869	78 054	45 018	3 758 564
2003-04	1 442 916	1 134 806	784 575	426 025	326 641	86 640	90 138	47 548	4 339 289
2004-05	1 600 221	1 249 589	899 628	468 243	381 855	98 291	92 099	42 144	4 832 071
2005-06	1 620 229	1 302 766	968 072	501 184	390 889	104 178	98 558	52 827	5 038 703
2006-07	1 719 722	1 358 557	1 027 958	518 029	418 348	108 984	104 894	43 439	5 299 931
2007-08	1 757 376	1 432 285	1 077 758	552 368	435 366	116 277	106 771	52 863	5 531 064
2008-09	1 823 018	1 455 573	1 145 683	605 173	457 308	120 785	109 057	70 062	5 786 659
2009-10	2 018 232	1 680 324	1 296 819	666 380	508 875	137 308	123 255	78 486	6 509 679
2010-11	2 208 934	1 823 807	1 443 703	724 346	569 901	148 915	134 994	82 608	7 137 208
2011-12	2 384 015	1 996 561	1 567 991	786 808	625 857	159 332	145 884	84 558	7 751 006

State and territory government recurrent expenditure

2002-03	552 458	292 128	299 092	169 842	92 166	31 857	30 706	25 532	1 493 781
2003-04	607 477	299 247	367 098	190 918	98 613	33 405	33 432	27 838	1 658 028
2004-05	668 259	320 086	393 615	201 743	103 574	36 036	35 569	29 039	1 787 921
2005-06	697 151	334 780	491 719	212 769	109 330	37 005	38 273	32 729	1 953 755

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (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 (c)</i>	<i>Aust</i>
2006-07	735 685	363 375	434 712	231 271	121 879	40 696	38 419	47 582	2 013 619
2007-08	776 307	398 027	459 615	256 347	130 985	43 406	41 690	28 634	2 135 011
2008-09	797 313	470 159	496 890	278 332	136 354	45 964	42 731	30 909	2 298 652
2009-10	812 484	475 417	517 395	307 258	143 947	47 780	46 478	32 613	2 383 371
2010-11	852 556	543 226	599 675	382 895	157 429	53 481	45 830	64 985	2 700 078
2011-12	899 135	580 197	599 985	417 673	164 538	54 404	47 597	50 535	2 814 064
Australian, State and Territory government recurrent expenditure									
2002-03	1 792 421	1 286 190	976 433	535 368	376 898	105 726	108 760	70 550	5 252 345
2003-04	2 050 393	1 434 053	1 151 673	616 943	425 254	120 045	123 570	75 386	5 997 317
2004-05	2 268 480	1 569 675	1 293 243	669 986	485 429	134 327	127 668	71 183	6 619 992
2005-06	2 317 380	1 637 546	1 459 791	713 953	500 219	141 183	136 831	85 556	6 992 458
2006-07	2 455 407	1 721 932	1 462 670	749 300	540 227	149 680	143 313	91 021	7 313 550
2007-08	2 533 683	1 830 312	1 537 373	808 715	566 351	159 683	148 461	81 497	7 666 075
2008-09	2 620 331	1 925 732	1 642 573	883 505	593 662	166 749	151 788	100 971	8 085 311
2009-10	2 830 716	2 155 741	1 814 214	973 638	652 822	185 088	169 733	111 099	8 893 050
2010-11	3 061 490	2 367 033	2 043 378	1 107 241	727 330	202 396	180 824	147 593	9 837 286
2011-12	3 283 150	2 576 758	2 167 976	1 204 481	790 395	213 736	193 481	135 093	10 565 070
All schools									
Australian government specific purpose payments, excluding joint programs (excluding capital grants) (d), (e), (f), (g)									
2002-03	1 859 547	1 412 971	1 040 392	555 444	425 322	125 295	108 366	94 328	5 621 666
2003-04	2 113 125	1 592 547	1 183 028	627 842	477 239	142 048	119 679	98 541	6 354 049
2004-05	2 299 588	1 744 904	1 330 748	669 314	541 909	158 373	123 524	80 314	6 948 675
2005-06	2 374 788	1 805 339	1 423 171	746 990	554 594	164 822	130 240	105 480	7 305 424
2006-07	2 509 994	1 887 735	1 507 508	762 132	595 635	170 855	138 474	100 703	7 673 035
2007-08	2 565 630	1 994 150	1 601 676	796 676	621 127	181 275	140 240	116 042	8 016 816
2008-09	2 941 644	2 262 893	1 835 792	951 208	716 961	211 500	161 766	145 674	9 227 438

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (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 (c)</i>	<i>Aust</i>
2009-10	3 210 112	2 483 739	1 983 815	1 017 004	783 469	236 810	173 964	182 279	10 071 192
2010-11	3 516 712	2 689 759	2 228 311	1 103 490	870 214	257 618	190 260	193 377	11 049 741
2011-12	3 899 827	3 024 171	2 485 208	1 238 597	972 373	290 658	210 260	208 592	12 329 686
State and territory government recurrent expenditure (including UCC for government schools)									
2002-03	7 567 295	4 659 402	3 948 253	2 284 411	1 575 364	580 046	389 388	399 149	21 403 306
2003-04	7 670 311	4 853 891	4 251 318	2 401 228	1 673 202	591 118	429 961	404 605	22 275 635
2004-05	8 081 640	5 044 510	4 682 264	2 767 208	1 754 458	623 416	443 269	431 639	23 828 403
2005-06	8 300 098	5 401 187	5 057 819	2 846 448	1 845 887	672 752	470 817	462 676	25 057 684
2006-07	8 639 503	5 592 919	5 524 795	3 226 747	1 913 920	693 923	488 198	484 165	26 564 171
2007-08	9 053 096	5 978 105	5 916 507	3 671 220	2 014 583	714 191	559 698	499 679	28 407 080
2008-09	9 440 500	6 318 713	6 215 366	3 882 265	1 998 752	736 160	586 025	536 352	29 714 132
2009-10	10 063 297	6 678 929	6 726 404	4 137 609	2 174 235	783 151	615 292	537 330	31 716 247
2010-11	10 291 930	6 942 667	7 092 067	4 365 450	2 442 448	830 094	677 183	616 334	33 258 175
2011-12	11 122 538	7 056 863	7 386 747	4 485 884	2 530 785	848 076	713 787	623 603	34 768 282
Australian, State and Territory government recurrent expenditure (including UCC for government schools)									
2002-03	9 426 842	6 072 373	4 988 645	2 839 855	2 000 686	705 341	497 754	493 477	27 024 972
2003-04	9 783 436	6 446 438	5 434 346	3 029 070	2 150 441	733 166	549 640	503 146	28 629 684
2004-05	10 381 228	6 789 414	6 013 012	3 436 522	2 296 367	781 789	566 793	511 953	30 777 078
2005-06	10 674 886	7 206 526	6 480 990	3 593 438	2 400 481	837 574	601 057	568 156	32 363 108
2006-07	11 149 497	7 480 654	7 032 303	3 988 879	2 509 555	864 778	626 672	584 868	34 237 206
2007-08	11 618 726	7 972 255	7 518 183	4 467 896	2 635 710	895 466	699 938	615 721	36 423 896
2008-09	12 382 144	8 581 606	8 051 158	4 833 473	2 715 713	947 660	747 791	682 026	38 941 570
2009-10	13 273 409	9 162 668	8 710 219	5 154 613	2 957 704	1 019 961	789 256	719 609	41 787 439
2010-11	13 808 642	9 632 426	9 320 378	5 468 940	3 312 662	1 087 712	867 443	809 711	44 307 916
2011-12	15 022 365	10 081 034	9 871 955	5 724 481	3 503 158	1 138 734	924 047	832 195	47 097 968

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (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 (c)</i>	<i>Aust</i>
(a)	This table integrates information from tables 4A.9 and 4A.10, and State and Territory data. Some data include capital amounts and exclude user cost of capital (UCC), as labelled. Depreciation and user cost of capital expenses relating to government schools have been attributed to States/Territories based on ownership of the underlying assets. A portion of these assets will have been acquired through Australian Government capital contributions, with States and Territories responsible for maintenance costs. Australian Government expenditure data in this table includes only Australian Government specific purpose payments. Other Australian Government funding for schools and students is not included.								
(b)	Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools. Funding from sources other than government is not included.								
(c)	In relation to Northern Territory funding for non-government schools: In the four years from 2002-03 to 2006-07 the Catholic Remote Indigenous Schools were funded at the same rate as government schools and classified as non-government expenditure. The reduction in expenditure from 2007-08 by the Northern Territory Government is a result of the Catholic Remote Indigenous Schools being classified and funded as non-government schools with effect from 1 July 2007. For the NT, the costs associated with non-government schools utilising support services and the non-government share of corporate costs have been included from 2010-11 (these costs have not been included in prior years) . The 2010-11 NT figures include an early payment of 2011 Semester 2 grants of \$9.7m. School transport costs of \$6.8m relating to non-government school students have been included in the 2011-12. These have not been included in prior years. The NT allocation for the Improving Teacher Quality National Partnership Agreement is based on proportion of teachers in schools in each sector. Total funding was retained by Northern Territory Government to support cross – sectoral initiatives to benefit all sectors. This The NT allocation for the Literacy and Numeracy National Partnership Agreement is based on proportion of students at or below National Minimum Standard. The NT allocation for the Low SES National Partnership Agreement is based on the and on proportion of eligible schools in each sector. The Northern Territory Government retained some of the non-government allocation to support cross-sectoral initiatives to benefit all sectors.								
(d)	The National Schools specific purpose payment (reported from 1 January 2009) does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.								
(e)	Includes recurrent, targeted and Indigenous program expenditure, until 2008-09. From 2009-10 onwards, these categories are not reported but funds expended on these purposes are included in the total specific purpose payment provision.								
(f)	For the purpose of the Report, Australian Government allocations to states and territories (see table 4A.9) are regarded as being expended in the year of allocation.								
(g)	Some National Partnership payments allocated as 'capital' and not included in this table may include a component of funding used for recurrent purposes. See footnote (e) in table 4A.9.								
(h)	Derived by subtracting Australian Government specific purpose payments for government schools from Australian, State and Territory government expenditure on government schools.								

TABLE 4A.8

Table 4A.8 **Nominal Australian, State and Territory government recurrent expenditure (\$'000) (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 (c)</i>	<i>Aust</i>
<i>Source:</i>	Department of Education (unpublished); Standing Council on Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) (unpublished); State and Territory governments (unpublished).								

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2011-12 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
Government schools										
Recurrent expenditure										
National Schools SPP (c)	\$'000	1 245 221	876 105	759 953	378 438	280 422	99 856	56 181	59 625	3 755 801
National Partnership payments										
Empowering local schools	\$'000	12 554	9 350	7 570	–	4 011	2 028	1 316	1 723	38 552
Investing in focus schools	\$'000	10 200	2 200	10 000	4 800	2 000	1 200	200	3 200	33 800
More support for students with disabilities	\$'000	19 182	14 895	13 186	6 169	4 795	1 566	1 079	790	61 662
Rewards for great teachers	\$'000	12 996	–	–	4 393	2 973	1 014	713	697	22 786
Smarter Schools National Partnership (d)										
<i>Improving teacher quality</i>	\$'000	70 943	34 849	44 035	16 137	11 168	5 455	2 526	2 223	187 336
<i>Literacy and numeracy</i>	\$'000	12 903	36 538	32 780	21 677	4 284	3 013	1 611	4 460	117 266
<i>Low SES school communities</i>	\$'000	131 813	53 673	49 693	20 175	36 863	17 194	750	13 627	323 788
Closing the gap - Northern Territory										
<i>Quality teaching, accelerated literacy</i>	\$'000	–	–	–	–	–	–	–	12 289	12 289
<i>Supporting remote schools – additional teachers</i>	\$'000	–	–	–	–	–	–	–	25 400	25 400
Total recurrent	\$'000	1 515 812	1 027 610	917 217	451 789	346 516	131 326	64 376	124 034	4 578 680
Capital expenditure (e)										
National Partnership payments										
National Building and Jobs Plan - Building the education revolution (e)										
<i>Primary schools for the 21st century</i>	\$'000	106 346	92 927	63 816	40 398	2 560	–	–	6 170	312 217
Digital education revolution (e)	\$'000	40 245	29 562	27 171	12 731	9 364	3 394	2 189	1 344	126 000
Trade Training centres in schools	\$'000	70 094	64 734	24 839	26 069	20 864	4 852	30	3 864	215 346
Closing the gap - Northern Territory:										

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2011-12 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
<i>Teacher Housing</i>	\$'000	–	–	–	–	–	–	–	722	722
<i>Supporting remote schools – additional teachers</i>	\$'000	–	–	–	–	–	–	–	6 900	6 900
Total capital	\$'000	216 685	187 223	115 826	79 198	32 788	8 246	2 219	19 000	661 185
Total recurrent and capital	\$'000	1 732 497	1 214 833	1 033 043	530 987	379 304	139 572	66 595	143 034	5 239 865
Non-government schools										
Recurrent expenditure										
National Schools SPP (c)	\$'000	2 347 180	1 937 441	1 543 216	764 231	610 986	156 817	142 460	77 054	7 579 385
National Partnership payments										
Empowering local schools	\$'000	5 391	4 272	2 950	2 136	1 577	865	712	712	18 615
Investing in focus schools	\$'000	1 800	200	1 800	1 000	400	200	–	800	6 200
More support for students with disabilities	\$'000	6 038	4 257	3 187	1 915	1 012	281	280	96	17 066
Rewards for great teachers	\$'000	2 690	2 400	1 623	918	661	170	170	98	8 730
Smarter Schools National Partnership (d)										
<i>Improving teacher quality</i>	\$'000	4 416	21 351	2 517	6 881	6 036	139	1 684	673	43 697
<i>Literacy and numeracy</i>	\$'000	–	11 500	8 422	5 714	2 110	523	578	1 221	30 068
<i>Low SES school communities</i>	\$'000	16 500	15 140	4 276	4 013	3 075	337	–	3 904	47 245
Total recurrent	\$'000	2 384 015	1 996 561	1 567 991	786 808	625 857	159 332	145 884	84 558	7 751 006
Capital expenditure (e)										
National Partnership payments										
National Building and Jobs Plan - Building the education revolution (e)										
<i>Primary Schools for the 21st Century</i>	\$'000	51 093	11 645	8 450	13 610	3 391	2 153	3 077	–	93 419
Digital Education Revolution (e)	\$'000	23 195	17 967	15 325	8 150	5 720	1 448	1 615	580	74 000
Trade Training Centres in Schools	\$'000	16 249	17 136	11 214	3 353	4 164	1 307	1 529	70	55 022

TABLE 4A.9

Table 4A.9 Australian Government specific purpose payments for schools, 2011-12 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (d)</i>	<i>Aust</i>
Total capital	\$'000	90 537	46 748	34 989	25 113	13 275	4 908	6 221	650	222 441
Total recurrent and capital	\$'000	2 474 552	2 043 309	1 602 980	811 921	639 132	164 240	152 105	85 208	7 973 447
All schools										
Total recurrent (f)	\$'000	3 899 827	3 024 171	2 485 208	1 238 597	972 373	290 658	210 260	208 592	12 329 686
Total recurrent and capital	\$'000	4 207 049	3 258 142	2 636 023	1 342 908	1 018 436	303 812	218 700	228 242	13 213 312

- (a) Includes payments provided under the following: *Schools Assistance Act* 2008; National Education Agreement; *Federal Financial Relations Act* 2009; *Annual Appropriations Act* Bill No.2; Partnership Arrangements Between the Commonwealth and State and Territory Governments. It is based on Australian Government Final Budget Outcomes with some additional information provided by States and Territories. Some additional Australian Government funding is provided through annual appropriations.
- (b) For the purpose of the Report, Australian Government allocations to states and territories (also see table 4A.7) are regarded as being expended in the year of allocation.
- (c) The National Schools specific purpose payment for government schools does not distinguish between capital and recurrent purposes. For this Report, all National Schools SPP payments, including those for the non-government sector, are regarded as recurrent expenditure. Until 1 January 2009, school grants were allocated between recurrent and capital expenditure. Therefore, from 2008-09 onwards, some Australian Government specific purpose payments previously identified as capital expenditure may be allocated as recurrent expenditure.
- (d) The allocation of Smarter Schools National Partnership funding for 2011-12 has been provided by state and territory governments. For WA, of the SSNP funding received by WA Government Schools, \$25.5 million was offset against Department of Education appropriation. For NT, the expenditure are allocated proportionally based on an agreed percentage distribution. Funding retained by NT Government for services to the non-government sector are also allocated proportionally based on an agreed percentage.
- (e) Some National Partnership payments allocated as 'capital' may include a component of funding used for recurrent purposes. Funding for the National Partnerships 'Building the Education Revolution' and 'Digital Education Revolution' is regarded as 'recurrent' expenditure according to accounting standards employed by some states and territories but is regarded as 'capital' expenditure by the Australian Government due to the nature of the expenditure. Given the variation in treatments, it is classified as 'capital' to retain consistency with the Australian Government's input treatment.
- (f) Includes total recurrent expenditure on government and non-government schools.
– Nil or rounded to zero.

Source: Department of Education (unpublished); State and Territory governments (unpublished).

TABLE 4A.10

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2011-12 (a), (b), (c), (d), (e)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Australian, State and Territory government recurrent expenditure on government schools (\$'000)									
<i>Total employee related expenditure</i>	7 701 450	4 808 832	4 810 553	2 738 153	1 769 145	556 460	431 836	404 288	23 220 717
Total expenditure	11 739 215	7 504 276	7 703 979	4 520 000	2 712 763	924 998	730 566	697 102	36 532 898
In-school primary									
Teachers	3 346 008	2 059 830	2 144 155	1 247 597	764 717	237 979	172 060	173 383	10 145 729
Other staff (f)	591 500	376 681	591 783	371 685	224 195	62 589	40 927	41 975	2 301 333
<i>Total employee related expenditure</i>	3 937 507	2 436 511	2 735 938	1 619 282	988 912	300 568	212 987	215 358	12 447 062
Other operating expenses (g)	962 531	572 246	530 577	333 504	277 764	87 646	37 940	93 472	2 895 680
User cost of capital (h)	1 060 981	625 621	775 047	505 515	193 875	50 942	72 320	47 266	3 331 567
Depreciation	227 042	117 558	215 840	129 068	53 104	17 380	26 996	17 154	804 142
Total	6 188 061	3 751 936	4 257 401	2 587 369	1 513 655	456 536	350 243	373 250	19 478 451
In-school secondary									
Teachers	3 023 913	1 837 067	1 450 033	747 197	509 013	180 494	162 396	122 665	8 032 778
Other staff (f)	454 173	347 020	346 260	216 325	142 118	48 234	38 628	30 504	1 623 262
<i>Total employee related expenditure</i>	3 478 085	2 184 087	1 796 293	963 522	651 131	228 728	201 024	153 170	9 656 040
Other operating expenses (g)	777 883	610 403	496 520	283 315	207 491	136 027	37 949	71 966	2 621 554
User cost of capital (h)	743 394	457 151	471 411	370 972	98 071	51 498	70 649	28 877	2 292 023
Depreciation	171 745	127 611	189 309	89 402	39 834	19 504	26 372	10 851	674 628
Total	5 171 108	3 379 252	2 953 533	1 707 211	996 527	435 757	335 994	264 863	15 244 245
Out of school									
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f)	285 857	188 233	278 323	155 349	129 103	27 164	17 825	35 761	1 117 615
<i>Total employee related expenditure</i>	285 857	188 233	278 323	155 349	129 103	27 164	17 825	35 761	1 117 615
Other operating expenses (g)	76 751	164 771	207 344	66 694	67 228	5 462	23 058	23 222	634 530
User cost of capital (h)	5 918	9 002	2 819	2 514	5 136	61	2 509	–	27 961

TABLE 4A.10

Table 4A.10 **Australian, State and Territory government recurrent expenditure on government schools, 2011-12 (a), (b), (c), (d), (e)**

	<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>
Depreciation	11 520	11 082	4 559	863	1 113	18	937	6	30 097
Total	380 046	373 089	493 045	225 420	202 580	32 705	44 329	58 988	1 810 202

FTE = Full time equivalent

(a) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 4A.11.

(b) Expenditure on special schools is allocated to either primary or secondary schools.

(c) Expenditure specifically excludes: Australian Government payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.

(d) Expenditure specifically includes: Australian Government grants for education; expenditure by other state and territory government agencies on behalf of education departments; expenditure for Australian Government joint programs apportioned to government schools; staff allowances for accommodation and notional payroll tax for WA and the ACT, which are payroll tax exempt.

(f) Includes redundancy payments.

(g) Includes grants and subsidies.

(h) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June is applied to data for all jurisdictions. See table 4A.19 for the overall UCC for 2011-12.

– Nil or rounded to zero.

Source: SCSEEC NSSC (unpublished).

TABLE 4A.11

Table 4A.11 **Comparability of government expenditure on government schools — items included, 2011-12**

	<i>NSW</i>	<i>Vic</i>	<i>Qld (a)</i>	<i>WA (b)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (a), (b)</i>	<i>NT (a)</i>
Salaries	✓	✓	✓	✓	✓	✓	✓	✓
Superannuation	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Workers compensation	✓	✓	✓	✓	✓	✓	✓	✓
Payroll tax (c)	✓	✓	✓	✓ Imputed	✓	✓	✓ Imputed	✓
Basis of estimate	Accrual	Accrual	Accrual	..	Accrual	Accrual	..	Accrual
Termination and long service leave	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Sick leave	✓	✓	✓	✓	✓	✓	✓	✓
Depreciation	✓	✓	✓	✓	✓	✓	✓	✓
Rent	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Utilities	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual	Accrual
Umbrella department costs	✓	✓	✓	✓	✓	✓	✓	✓
Basis of estimate	Per FTE	Formula	Formula	Formula	Per student	Per FTE	Formula	Formula
Notional UCC (c)	✓	✓	✓	✓	✓	✓	✓	✓

✓ Included. x Excluded. FTE = full time equivalent.

(a) Umbrella department costs are apportioned according to: cost drivers (mainly student numbers) in Queensland; activity-based costing in the ACT; cost drivers (mainly student numbers) in the NT.

(b) Education departments in WA and the ACT are exempt from payroll tax.

(c) Efficiency indicators in this chapter are adjusted for differences in payroll tax and notional UCC.

.. Not applicable.

Source: State and Territory governments (unpublished).

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2011-12 dollars) (\$ per FTE student) (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>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	1 138	1 081	1 130	1 129	1 129	1 133	1 134	2 372	1 137
2003-04	1 202	1 143	1 192	1 175	1 189	1 192	1 093	2 375	1 195
2004-05	1 206	1 180	1 224	1 121	1 219	1 244	1 130	1 694	1 202
2005-06	1 251	1 148	1 230	1 312	1 203	1 215	1 104	2 231	1 234
2006-07	1 262	1 163	1 208	1 250	1 254	1 209	1 137	2 323	1 236
2007-08	1 242	1 185	1 233	1 199	1 267	1 237	1 104	2 444	1 237
2008-09	1 657	1 638	1 554	1 622	1 712	1 680	1 682	2 847	1 647
2009-10	1 713	1 584	1 498	1 591	1 761	1 805	1 566	3 822	1 655
2010-11	1 790	1 632	1 631	1 638	1 844	1 893	1 629	3 872	1 734
2011-12	2 030	1 890	1 848	1 872	2 085	2 261	1 833	4 232	1 976
State and territory government recurrent expenditure (including UCC) per FTE student									
2002-03	12 885	11 266	11 360	12 566	11 915	12 082	13 417	17 972	12 148
2003-04	12 668	11 373	11 623	12 864	12 429	11 999	14 676	17 550	12 231
2004-05	12 782	11 256	12 176	14 307	12 571	12 164	14 662	17 863	12 515
2005-06	12 605	11 570	12 337	14 059	12 757	12 742	15 070	18 219	12 578
2006-07	12 618	11 489	12 819	15 341	12 680	12 764	15 227	17 713	12 783
2007-08	12 715	11 773	12 840	16 755	12 843	12 767	17 086	18 221	13 076
2008-09	12 803	11 864	12 876	16 890	12 277	12 779	17 334	19 029	13 123
2009-10	13 296	12 232	13 537	17 382	13 020	13 339	17 566	18 586	13 627
2010-11	12 923	12 063	13 495	17 202	14 028	13 523	18 606	19 272	13 543
2011-12	13 688	11 911	13 677	16 859	14 238	13 666	18 972	19 555	13 792
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2002-03									
In-school primary	12 054	10 161	11 022	11 135	11 483	11 213	11 636	15 920	11 293

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2011-12 dollars) (\$ per FTE student) (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>
In-school secondary	15 632	13 851	13 450	15 179	13 337	13 850	16 283	21 625	14 608
Out-of-school	516	676	600	1 134	904	883	862	2 729	707
Total primary	12 570	10 837	11 622	12 270	12 387	12 097	12 498	18 649	12 000
Total secondary	16 148	14 527	14 050	16 313	14 242	14 733	17 145	24 353	15 314
Total	14 023	12 347	12 491	13 694	13 044	13 215	14 551	20 344	13 285
2003-04									
In-school primary	11 893	10 481	11 209	11 695	11 584	11 192	13 098	15 265	11 430
In-school secondary	15 461	14 017	14 015	15 694	14 728	13 913	16 722	20 977	14 836
Out-of-school	520	581	596	947	915	846	1 055	2 911	671
Total primary	12 413	11 062	11 804	12 642	12 499	12 039	14 153	18 176	12 101
Total secondary	15 980	14 597	14 611	16 640	15 643	14 760	17 777	23 887	15 506
Total	13 870	12 516	12 816	14 039	13 618	13 192	15 770	19 925	13 427
2004-05									
In-school primary	12 173	10 508	11 939	12 968	11 667	11 164	13 396	15 112	11 823
In-school secondary	15 351	13 937	14 351	17 371	14 872	14 103	16 471	20 380	14 994
Out-of-school	511	510	586	929	978	996	1 015	2 800	654
Total primary	12 685	11 019	12 525	13 897	12 645	12 160	14 411	17 912	12 477
Total secondary	15 862	14 447	14 936	18 299	15 849	15 099	17 486	23 180	15 647
Total	13 988	12 436	13 400	15 428	13 790	13 408	15 792	19 556	13 717
2005-06									
In-school primary	12 001	10 770	12 050	13 126	11 958	11 683	13 394	15 807	11 916
In-school secondary	15 230	13 918	14 251	16 869	14 763	14 590	17 561	21 995	14 924
Out-of-school	523	637	710	938	995	1 031	896	2 710	713
Total primary	12 525	11 407	12 760	14 064	12 952	12 714	14 290	18 516	12 629
Total secondary	15 753	14 555	14 961	17 807	15 757	15 622	18 457	24 704	15 637

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2011-12 dollars) (\$ per FTE student) (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>
Total	13 856	12 718	13 566	15 371	13 959	13 957	16 174	20 450	13 812
2006-07									
In-school primary	12 070	10 714	12 456	14 391	12 165	11 876	14 398	16 078	12 193
In-school secondary	15 241	13 666	14 532	18 154	14 482	14 485	17 060	22 087	14 999
Out-of-school	495	701	820	888	933	972	757	2 115	721
Total primary	12 565	11 415	13 276	15 279	13 098	12 848	15 155	18 193	12 914
Total secondary	15 737	14 367	15 352	19 042	15 415	15 457	17 817	24 201	15 720
Total	13 880	12 652	14 027	16 592	13 934	13 973	16 364	20 036	14 019
2007-08									
In-school primary	12 143	10 903	12 409	15 301	12 166	12 118	16 106	16 578	12 385
In-school secondary	15 346	14 183	14 924	20 329	14 759	14 507	18 835	22 699	15 497
Out-of-school	482	677	766	904	1 001	850	842	2 032	704
Total primary	12 625	11 580	13 175	16 205	13 167	12 967	16 947	18 610	13 089
Total secondary	15 829	14 861	15 690	21 234	15 760	15 357	19 676	24 730	16 201
Total	13 957	12 958	14 072	17 954	14 109	14 004	18 190	20 665	14 314
2008-09									
In-school primary	12 640	11 447	12 796	15 351	12 097	12 562	16 599	17 665	12 781
In-school secondary	15 806	14 667	15 088	21 770	14 444	15 310	19 677	23 183	15 967
Out-of-school	505	702	812	923	1 028	697	1 022	2 184	731
Total primary	13 145	12 149	13 608	16 274	13 125	13 260	17 621	19 849	13 512
Total secondary	16 310	15 369	15 900	22 693	15 473	16 008	20 699	25 368	16 698
Total	14 460	13 502	14 430	18 512	13 988	14 458	19 015	21 876	14 770
2009-10									
In-school primary	13 326	11 726	13 278	15 651	12 973	13 528	16 603	18 439	13 307
In-school secondary	16 085	15 010	15 855	22 531	14 920	15 858	19 643	22 720	16 380

TABLE 4A.12

Table 4A.12 **Real Australian, State and Territory government recurrent expenditure per student, government schools (2011-12 dollars) (\$ per FTE student) (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>
Out-of-school	534	710	829	1 031	1 081	587	1 158	2 408	763
Total primary	13 860	12 436	14 107	16 681	14 054	14 115	17 761	20 847	14 070
Total secondary	16 618	15 720	16 684	23 561	16 001	16 445	20 800	25 129	17 143
Total	15 009	13 816	15 035	18 974	14 781	15 144	19 132	22 409	15 282
2010-11									
In-school primary	13 273	11 629	13 213	15 867	14 277	13 687	17 776	19 127	13 412
In-school secondary	15 649	14 896	16 188	22 077	15 605	16 276	20 412	23 777	16 289
Out-of-school	450	700	846	1 015	1 097	574	1 267	2 323	737
Total primary	13 723	12 329	14 059	16 882	15 374	14 262	19 043	21 450	14 149
Total secondary	16 099	15 596	17 035	23 093	16 702	16 851	21 680	26 099	17 026
Total	14 713	13 696	15 125	18 839	15 872	15 416	20 227	23 144	15 277
2011-12									
In-school primary	14 123	11 763	13 292	15 573	14 499	14 225	17 898	19 987	13 734
In-school secondary	16 749	15 032	16 790	22 714	16 128	16 771	21 595	24 916	16 965
Out-of-school	509	686	994	934	1 219	563	1 262	2 013	781
Total primary	14 632	12 449	14 286	16 507	15 718	14 788	19 160	22 000	14 515
Total secondary	17 258	15 719	17 783	23 648	17 347	17 334	22 857	26 929	17 746
Total	15 718	13 801	15 526	18 731	16 323	15 927	20 798	23 788	15 768

(a) This table integrates information from tables 4A.6 and 4A.7 and other SCSEEC NSSC financial data.

(b) Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

Source: Tables 4A.6-7; SCSEEC NSSC financial collection (unpublished).

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	823	781	817	816	817	819	820	1 715	822
2003-04	896	852	888	875	886	888	815	1 770	890
2004-05	941	920	955	875	951	970	882	1 321	937
2005-06	1 018	934	1 001	1 068	979	989	898	1 816	1 004
2006-07	1 069	985	1 023	1 059	1 062	1 024	963	1 968	1 047
2007-08	1 096	1 047	1 089	1 058	1 118	1 092	975	2 158	1 092
2008-09	1 519	1 502	1 425	1 487	1 570	1 540	1 542	2 610	1 510
2009-10	1 612	1 491	1 409	1 497	1 657	1 698	1 474	3 597	1 557
2010-11	1 758	1 603	1 601	1 608	1 810	1 859	1 599	3 802	1 703
2011-12	2 030	1 890	1 848	1 872	2 085	2 261	1 833	4 232	1 976
State and territory government recurrent expenditure (including UCC) per FTE student									
2002-03	9 316	8 145	8 214	9 085	8 614	8 735	9 701	12 994	8 783
2003-04	9 438	8 473	8 659	9 584	9 260	8 940	10 934	13 075	9 112
2004-05	9 970	8 780	9 497	11 160	9 805	9 488	11 437	13 933	9 761
2005-06	10 260	9 418	10 042	11 444	10 384	10 372	12 267	14 831	10 239
2006-07	10 688	9 731	10 858	12 994	10 740	10 811	12 897	15 003	10 827
2007-08	11 227	10 395	11 337	14 795	11 340	11 273	15 087	16 089	11 546
2008-09	11 740	10 880	11 808	15 488	11 258	11 718	15 895	17 450	12 034
2009-10	12 511	11 510	12 738	16 357	12 252	12 552	16 530	17 490	12 823
2010-11	12 690	11 846	13 252	16 892	13 775	13 280	18 271	18 925	13 299
2011-12	13 688	11 911	13 677	16 859	14 238	13 666	18 972	19 555	13 792
Australian, State and Territory government recurrent expenditure (including UCC) per FTE student									
2002-03									
In-school primary	8 715	7 347	7 969	8 051	8 302	8 107	8 413	11 510	8 165

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
In-school secondary	11 302	10 014	9 724	10 974	9 643	10 014	11 773	15 635	10 561
Out-of-school	373	489	434	820	654	639	623	1 973	511
Total primary	9 088	7 835	8 403	8 871	8 956	8 746	9 036	13 483	8 676
Total secondary	11 675	10 503	10 158	11 794	10 297	10 652	12 396	17 607	11 072
Total	10 139	8 927	9 031	9 901	9 431	9 555	10 520	14 709	9 605
2003-04									
In-school primary	8 860	7 809	8 350	8 713	8 630	8 338	9 758	11 372	8 515
In-school secondary	11 518	10 442	10 441	11 692	10 972	10 365	12 458	15 628	11 053
Out-of-school	387	433	444	705	682	631	786	2 169	500
Total primary	9 248	8 241	8 794	9 418	9 312	8 969	10 544	13 541	9 015
Total secondary	11 905	10 875	10 885	12 397	11 654	10 996	13 244	17 796	11 552
Total	10 334	9 324	9 548	10 459	10 146	9 828	11 748	14 844	10 003
2004-05									
In-school primary	9 495	8 196	9 312	10 115	9 100	8 708	10 449	11 787	9 222
In-school secondary	11 974	10 871	11 193	13 549	11 600	11 000	12 847	15 896	11 695
Out-of-school	398	398	457	725	763	777	792	2 184	510
Total primary	9 894	8 594	9 769	10 840	9 863	9 485	11 240	13 972	9 732
Total secondary	12 372	11 269	11 650	14 274	12 362	11 777	13 639	18 080	12 205
Total	10 911	9 700	10 452	12 034	10 756	10 458	12 318	15 254	10 699
2005-06									
In-school primary	9 769	8 767	9 809	10 684	9 734	9 510	10 903	12 866	9 699
In-school secondary	12 397	11 329	11 600	13 732	12 017	11 877	14 295	17 904	12 148
Out-of-school	426	518	578	763	810	839	729	2 206	580
Total primary	10 195	9 285	10 387	11 448	10 543	10 349	11 632	15 072	10 280
Total secondary	12 823	11 848	12 178	14 495	12 827	12 716	15 024	20 109	12 729

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Total	11 279	10 352	11 043	12 512	11 363	11 361	13 165	16 647	11 243
2006-07									
In-school primary	10 223	9 075	10 550	12 189	10 304	10 059	12 195	13 618	10 327
In-school secondary	12 909	11 575	12 308	15 377	12 266	12 269	14 450	18 707	12 704
Out-of-school	420	594	695	752	790	823	641	1 791	611
Total primary	10 643	9 669	11 245	12 941	11 094	10 882	12 836	15 409	10 938
Total secondary	13 329	12 169	13 003	16 129	13 056	13 092	15 091	20 499	13 315
Total	11 756	10 716	11 881	14 053	11 802	11 835	13 860	16 971	11 874
2007-08									
In-school primary	10 722	9 627	10 957	13 510	10 743	10 700	14 221	14 639	10 936
In-school secondary	13 551	12 524	13 178	17 951	13 032	12 810	16 631	20 043	13 684
Out-of-school	426	598	676	799	884	750	743	1 794	622
Total primary	11 148	10 225	11 633	14 309	11 627	11 450	14 964	16 432	11 557
Total secondary	13 977	13 122	13 855	18 749	13 916	13 560	17 374	21 837	14 306
Total	12 324	11 442	12 426	15 853	12 458	12 366	16 061	18 247	12 639
2008-09									
In-school primary	11 591	10 497	11 734	14 077	11 093	11 520	15 221	16 199	11 720
In-school secondary	14 494	13 450	13 836	19 963	13 246	14 040	18 044	21 259	14 642
Out-of-school	463	644	745	846	943	639	937	2 003	671
Total primary	12 054	11 141	12 478	14 923	12 035	12 159	16 158	18 202	12 391
Total secondary	14 957	14 094	14 581	20 809	14 189	14 679	18 981	23 262	15 312
Total	13 260	12 382	13 233	16 975	12 827	13 258	17 437	20 060	13 544
2009-10									
In-school primary	12 540	11 034	12 494	14 727	12 207	12 730	15 623	17 351	12 522
In-school secondary	15 136	14 124	14 919	21 201	14 040	14 922	18 484	21 380	15 414

TABLE 4A.13

Table 4A.13 **Nominal Australian, State and Territory government recurrent expenditure per student, government schools (\$ per FTE student) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Out-of-school	502	668	780	970	1 018	553	1 089	2 266	718
Total primary	13 042	11 702	13 274	15 697	13 225	13 283	16 713	19 617	13 240
Total secondary	15 638	14 793	15 699	22 171	15 057	15 475	19 573	23 646	16 132
Total	14 123	13 001	14 148	17 854	13 909	14 251	18 003	21 087	14 380
2010-11									
In-school primary	13 034	11 420	12 975	15 581	14 020	13 441	17 456	18 783	13 171
In-school secondary	15 367	14 628	15 897	21 680	15 324	15 983	20 045	23 349	15 996
Out-of-school	442	687	831	997	1 077	564	1 244	2 281	724
Total primary	13 476	12 107	13 806	16 578	15 097	14 005	18 700	21 064	13 895
Total secondary	15 810	15 316	16 729	22 677	16 401	16 548	21 289	25 630	16 720
Total	14 448	13 449	14 853	18 500	15 586	15 139	19 863	22 727	15 002
2011-12									
In-school primary	14 123	11 763	13 292	15 573	14 499	14 225	17 898	19 987	13 734
In-school secondary	16 749	15 032	16 790	22 714	16 128	16 771	21 595	24 916	16 965
Out-of-school	509	686	994	934	1 219	563	1 262	2 013	781
Total primary	14 632	12 449	14 286	16 507	15 718	14 788	19 160	22 000	14 515
Total secondary	17 258	15 719	17 783	23 648	17 347	17 334	22 857	26 929	17 746
Total	15 718	13 801	15 526	18 731	16 323	15 927	20 798	23 788	15 768

(a) This table integrates information from tables 4A.6 and 4A.8 and other SCSEEC NSSC financial data.

Source: Tables 4A.6 and 4A.8; SCSEEC NSSC financial collection (unpublished).

TABLE 4A.14

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2011-12 (\$ per FTE student) (a), (b), (c), (d), (e)**

	<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>
Australian, State and Territory government recurrent expenditure on government schools (\$'000)									
<i>Total employee related expenditure</i>	10 311	8 844	9 695	11 347	10 645	9 581	12 293	13 796	10 022
Total expenditure	15 718	13 801	15 526	18 731	16 323	15 927	20 798	23 788	15 768
In-school primary									
Teachers (f)	7 637	6 458	6 694	7 509	7 325	7 415	8 793	9 284	7 154
Other staff (f), (g)	1 350	1 181	1 848	2 237	2 147	1 950	2 091	2 248	1 623
<i>Total employee related expenditure</i>	8 987	7 639	8 542	9 746	9 472	9 365	10 884	11 532	8 776
Other operating expenses (h)	2 197	1 794	1 657	2 007	2 661	2 731	1 939	5 005	2 042
User cost of capital (i)	2 422	1 961	2 420	3 043	1 857	1 587	3 696	2 531	2 349
Depreciation	518	369	674	777	509	542	1 380	919	567
Total	14 123	11 763	13 292	15 573	14 499	14 225	17 898	19 987	13 734
In-school secondary									
Teachers	9 794	8 172	8 243	9 941	8 238	6 947	10 438	11 539	8 939
Other staff (f), (g)	1 471	1 544	1 968	2 878	2 300	1 856	2 483	2 870	1 806
<i>Total employee related expenditure</i>	11 265	9 716	10 211	12 819	10 538	8 803	12 920	14 409	10 746
Other operating expenses (h)	2 520	2 715	2 823	3 769	3 358	5 235	2 439	6 770	2 917
User cost of capital (i)	2 408	2 034	2 680	4 936	1 587	1 982	4 541	2 716	2 551
Depreciation	556	568	1 076	1 189	645	751	1 695	1 021	751
Total	16 749	15 032	16 790	22 714	16 128	16 771	21 595	24 916	16 965
Out of school									
Teachers	–	–	–	–	–	–	–	–	–
Other staff (f), (g)	383	346	561	644	777	468	507	1 220	482
<i>Total employee related expenditure</i>	383	346	561	644	777	468	507	1 220	482
Other operating expenses (h)	103	303	418	276	405	94	656	792	274
User cost of capital (i)	8	17	6	10	31	1	71	–	12

TABLE 4A.14

Table 4A.14 **Australian, State and Territory government recurrent expenditure per student on government schools, 2011-12 (\$ per FTE student) (a), (b), (c), (d), (e)**

	<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>
Depreciation	15	20	9	4	7	–	27	–	13
Total	509	686	994	934	1 219	563	1 262	2 013	781

FTE = Full time equivalent

- (a) Accrual accounting figures used. Accounting treatments for some items differ between jurisdictions as outlined in table 4A.21.
- (b) Expenditure on special schools is allocated to either primary or secondary schools.
- (c) Expenditure specifically excludes: Australian Government payments to students; expenses on sessional preschools and TAFE; private funds (for example, funds raised by schools, school councils or community organisations); and the provision of staff accommodation.
- (d) Expenditure specifically includes: Australian Government grants for education; expenditure by other state and territory government agencies on behalf of education departments; expenditure for Australian Government joint programs apportioned to government schools; staff allowances for accommodation and notional payroll tax for WA and the ACT, which are payroll tax exempt.
- (e) Australian, State and Territory government recurrent expenditure on government schools (table 4A.10), divided by two year average FTE student population (see table 4A.6).
- (f) Differences may exist between the methods of allocation for expenditure on teaching and other staff and the staff number counts.
- (g) Includes redundancy payments.
- (h) Includes grants and subsidies.
- (i) A notional user cost of capital based on 8 per cent of total written down value of capital assets as at 30 June is applied to data for all jurisdictions. See table 4A.19 for the overall UCC for 2011-12.
- Nil or rounded to zero.

Source: SCSEEC NSSC (unpublished); table 4A.6, table 4A.10.

TABLE 4A.15

Table 4A.15 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2011-12 dollars) (\$ per FTE student) (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>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	4 837	4 863	5 141	4 911	4 914	4 844	4 591	7 298	4 924
2003-04	5 374	5 342	5 615	5 426	5 340	5 431	5 075	7 391	5 421
2004-05	5 616	5 564	5 966	5 547	5 829	5 793	4 878	6 159	5 665
2005-06	5 399	5 485	5 958	5 537	5 603	5 768	4 950	7 240	5 564
2006-07	5 475	5 417	5 752	5 368	5 667	5 668	5 015	5 554	5 510
2007-08	5 336	5 391	5 473	5 343	5 562	5 691	4 829	6 213	5 398
2008-09	5 304	5 198	5 428	5 466	5 522	5 634	4 684	7 672	5 347
2009-10	5 690	5 771	5 828	5 727	5 899	6 212	5 095	8 230	5 777
2010-11	5 900	5 914	6 079	5 849	6 269	6 419	5 274	8 206	5 978
2011-12	6 153	6 254	6 346	6 124	6 692	6 725	5 526	8 142	6 270
State and territory government recurrent expenditure per FTE student									
2002-03	2 155	1 429	2 270	2 282	1 591	2 089	1 806	4 139	1 957
2003-04	2 262	1 409	2 627	2 432	1 612	2 094	1 882	4 327	2 071
2004-05	2 345	1 425	2 610	2 390	1 581	2 124	1 884	4 244	2 096
2005-06	2 323	1 410	3 026	2 351	1 567	2 049	1 922	4 486	2 157
2006-07	2 342	1 449	2 432	2 397	1 651	2 116	1 837	6 084	2 093
2007-08	2 357	1 498	2 334	2 480	1 673	2 125	1 885	3 365	2 084
2008-09	2 320	1 679	2 354	2 514	1 646	2 144	1 835	3 385	2 124
2009-10	2 291	1 633	2 325	2 641	1 669	2 162	1 921	3 420	2 115
2010-11	2 277	1 761	2 525	3 092	1 732	2 305	1 790	6 455	2 262
2011-12	2 320	1 817	2 428	3 251	1 759	2 296	1 803	4 866	2 276
Australian, State and Territory government recurrent expenditure per FTE student									
2002-03	6 992	6 292	7 411	7 193	6 505	6 933	6 398	11 437	6 881
2003-04	7 636	6 750	8 242	7 858	6 952	7 524	6 957	11 718	7 492

TABLE 4A.15

Table 4A.15 **Real Australian, State and Territory government recurrent expenditure per student, non-government schools (2011-12 dollars) (\$ per FTE student) (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>
2004-05	7 962	6 989	8 576	7 937	7 410	7 917	6 762	10 403	7 762
2005-06	7 722	6 895	8 984	7 888	7 170	7 817	6 873	11 726	7 721
2006-07	7 817	6 865	8 184	7 765	7 318	7 784	6 852	11 638	7 603
2007-08	7 693	6 890	7 807	7 823	7 235	7 816	6 714	9 578	7 482
2008-09	7 623	6 877	7 782	7 979	7 168	7 778	6 520	11 056	7 471
2009-10	7 981	7 403	8 154	8 368	7 567	8 374	7 016	11 649	7 892
2010-11	8 177	7 675	8 604	8 941	8 000	8 724	7 064	14 661	8 240
2011-12	8 473	8 072	8 774	9 375	8 451	9 021	7 329	13 008	8 546

(a) This table integrates information from tables 4A.6 and 4A.7 (Australian, State and Territory government recurrent expenditure on non-government schools, divided by two year average FTE student population).

(b) See table 4A.7 for explanations on the derivation of the overall expenditure on which these figures are based.

(c) Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

Source: Tables 4A.6-7.

TABLE 4A.16

Table 4A.16 **Nominal Australian, State and Territory government recurrent expenditure per student, non-government schools (\$ per FTE student) (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>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	3 497	3 516	3 717	3 551	3 553	3 502	3 320	5 276	3 560
2003-04	4 004	3 980	4 183	4 043	3 978	4 046	3 781	5 506	4 038
2004-05	4 381	4 340	4 653	4 327	4 547	4 519	3 805	4 804	4 419
2005-06	4 395	4 465	4 850	4 507	4 561	4 695	4 030	5 894	4 529
2006-07	4 637	4 588	4 872	4 547	4 800	4 800	4 248	4 704	4 667
2007-08	4 712	4 761	4 833	4 718	4 911	5 026	4 264	5 486	4 767
2008-09	4 863	4 767	4 977	5 012	5 063	5 166	4 296	7 035	4 903
2009-10	5 355	5 430	5 485	5 389	5 551	5 846	4 794	7 744	5 436
2010-11	5 794	5 808	5 970	5 744	6 156	6 303	5 179	8 058	5 871
2011-12	6 153	6 254	6 346	6 124	6 692	6 725	5 526	8 142	6 270
State and territory government recurrent expenditure per FTE student									
2002-03	1 558	1 033	1 641	1 650	1 150	1 510	1 306	2 993	1 415
2003-04	1 686	1 049	1 957	1 812	1 201	1 560	1 402	3 224	1 543
2004-05	1 829	1 112	2 036	1 864	1 233	1 657	1 469	3 310	1 635
2005-06	1 891	1 147	2 463	1 914	1 276	1 668	1 565	3 651	1 756
2006-07	1 984	1 227	2 060	2 030	1 398	1 793	1 556	5 153	1 773
2007-08	2 081	1 323	2 061	2 190	1 478	1 876	1 665	2 972	1 840
2008-09	2 127	1 540	2 159	2 305	1 510	1 966	1 683	3 104	1 948
2009-10	2 156	1 536	2 188	2 485	1 570	2 034	1 808	3 218	1 990
2010-11	2 236	1 730	2 480	3 036	1 701	2 264	1 758	6 339	2 221
2011-12	2 320	1 817	2 428	3 251	1 759	2 296	1 803	4 866	2 276
Australian, State and Territory government recurrent expenditure per FTE student									
2002-03	5 055	4 549	5 358	5 201	4 703	5 013	4 625	8 269	4 975
2003-04	5 689	5 029	6 140	5 854	5 179	5 606	5 183	8 730	5 581

TABLE 4A.16

Table 4A.16 **Nominal Australian, State and Territory government recurrent expenditure per student, non-government schools (\$ per FTE student) (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>
2004-05	6 210	5 451	6 689	6 191	5 780	6 175	5 274	8 114	6 054
2005-06	6 285	5 612	7 313	6 421	5 837	6 363	5 595	9 545	6 285
2006-07	6 621	5 815	6 932	6 577	6 199	6 593	5 804	9 857	6 440
2007-08	6 793	6 084	6 894	6 908	6 388	6 902	5 929	8 458	6 606
2008-09	6 990	6 307	7 136	7 317	6 573	7 132	5 979	10 139	6 851
2009-10	7 510	6 967	7 673	7 874	7 121	7 880	6 602	10 962	7 427
2010-11	8 030	7 537	8 450	8 780	7 856	8 567	6 937	14 397	8 092
2011-12	8 473	8 072	8 774	9 375	8 451	9 021	7 329	13 008	8 546

(a) This table integrates information from tables 4A.6 and 4A.8 (Australian, State and Territory government recurrent expenditure on non-government schools, divided by two year average FTE student population).

(b) See table 4A.8 for explanations on the derivation of the overall expenditure on which these figures are based.

Source: Tables 4A.6 and 4A.8.

TABLE 4A.17

Table 4A.17 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2011-12 dollars) (\$ per FTE student) (a), (b), (c), (d)**

	<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>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	2 322	2 387	2 297	2 289	2 332	2 067	2 478	3 499	2 340
2003-04	2 558	2 598	2 496	2 508	2 541	2 275	2 673	3 532	2 556
2004-05	2 659	2 708	2 646	2 538	2 753	2 427	2 646	2 734	2 658
2005-06	2 629	2 673	2 672	2 689	2 694	2 425	2 679	3 414	2 664
2006-07	2 669	2 674	2 618	2 612	2 769	2 427	2 745	3 102	2 662
2007-08	2 617	2 696	2 575	2 593	2 761	2 484	2 675	3 377	2 643
2008-09	2 887	2 928	2 802	2 935	3 057	2 803	2 961	4 081	2 910
2009-10	3 056	3 111	2 912	3 020	3 235	3 066	3 075	4 968	3 071
2010-11	3 183	3 206	3 101	3 105	3 429	3 195	3 196	5 000	3 203
2011-12	3 438	3 504	3 344	3 349	3 744	3 555	3 418	5 255	3 470
State and territory government recurrent expenditure (including UCC for government schools) per FTE student									
2002-03	9 450	7 870	8 716	9 412	8 636	9 568	8 904	14 807	8 910
2003-04	9 286	7 919	8 971	9 592	8 907	9 468	9 601	14 501	8 960
2004-05	9 344	7 829	9 308	10 493	8 913	9 553	9 495	14 691	9 115
2005-06	9 189	7 997	9 496	10 245	8 965	9 900	9 685	14 976	9 137
2006-07	9 186	7 922	9 595	11 060	8 896	9 856	9 676	14 912	9 216
2007-08	9 235	8 082	9 513	11 951	8 956	9 787	10 675	14 542	9 364
2008-09	9 266	8 175	9 486	11 979	8 523	9 757	10 728	15 026	9 369
2009-10	9 580	8 366	9 875	12 288	8 977	10 141	10 876	14 644	9 671
2010-11	9 315	8 276	9 870	12 285	9 623	10 296	11 376	15 936	9 639
2011-12	9 805	8 177	9 938	12 131	9 745	10 372	11 603	15 712	9 785
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2002-03	11 772	10 256	11 013	11 701	10 967	11 635	11 382	18 306	11 250
2003-04	11 844	10 517	11 467	12 100	11 448	11 743	12 274	18 033	11 516

TABLE 4A.17

Table 4A.17 **Real Australian, State and Territory government recurrent expenditure per student, all schools (2011-12 dollars) (\$ per FTE student) (a), (b), (c), (d)**

	<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>
2004-05	12 003	10 537	11 954	13 031	11 667	11 980	12 140	17 425	11 773
2005-06	11 818	10 670	12 169	12 933	11 659	12 325	12 364	18 390	11 801
2006-07	11 855	10 596	12 213	13 672	11 664	12 283	12 421	18 013	11 878
2007-08	11 852	10 778	12 089	14 544	11 717	12 272	13 350	17 919	12 006
2008-09	12 153	11 102	12 288	14 914	11 580	12 560	13 690	19 108	12 279
2009-10	12 636	11 477	12 787	15 309	12 212	13 207	13 951	19 612	12 743
2010-11	12 498	11 482	12 971	15 390	13 052	13 491	14 572	20 936	12 842
2011-12	13 243	11 681	13 281	15 480	13 489	13 926	15 022	20 967	13 255

- (a) This table integrates information from tables 4A.6 and 4A.7 (Australian, State and Territory government recurrent expenditure on all schools, divided by two year average FTE student population).
- (b) See table 4A.7 for explanations on the derivation of the overall expenditure on which these figures are based.
- (c) Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools.
- (d) Time series financial data are adjusted to 2011-12 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2011-12 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

Source: Tables 4A.6-7.

TABLE 4A.18

Table 4A.18 **Nominal Australian, State and Territory government recurrent expenditure per student, all schools (\$ per FTE student) (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>
Australian government specific purpose payments (excluding capital grants) per FTE student									
2002-03	1 679	1 725	1 661	1 655	1 686	1 494	1 792	2 530	1 692
2003-04	1 906	1 936	1 860	1 869	1 893	1 695	1 991	2 631	1 904
2004-05	2 074	2 112	2 064	1 980	2 147	1 893	2 064	2 132	2 073
2005-06	2 140	2 176	2 175	2 188	2 193	1 974	2 181	2 779	2 168
2006-07	2 260	2 265	2 218	2 213	2 345	2 055	2 325	2 627	2 255
2007-08	2 311	2 381	2 274	2 290	2 438	2 194	2 362	2 982	2 333
2008-09	2 648	2 685	2 569	2 691	2 803	2 571	2 716	3 742	2 668
2009-10	2 876	2 928	2 741	2 842	3 044	2 885	2 894	4 675	2 890
2010-11	3 126	3 149	3 045	3 049	3 367	3 138	3 139	4 910	3 145
2011-12	3 438	3 504	3 344	3 349	3 744	3 555	3 418	5 255	3 470
State and territory government recurrent expenditure (including UCC for government schools) per FTE student									
2002-03	6 832	5 690	6 302	6 805	6 244	6 918	6 437	10 705	6 442
2003-04	6 918	5 900	6 683	7 146	6 636	7 054	7 153	10 803	6 675
2004-05	7 288	6 107	7 261	8 184	6 953	7 452	7 406	11 459	7 110
2005-06	7 480	6 510	7 730	8 339	7 298	8 058	7 884	12 190	7 437
2006-07	7 781	6 710	8 127	9 368	7 535	8 348	8 196	12 630	7 806
2007-08	8 154	7 137	8 400	10 553	7 908	8 642	9 426	12 841	8 268
2008-09	8 497	7 496	8 699	10 984	7 815	8 947	9 838	13 779	8 592
2009-10	9 015	7 872	9 292	11 563	8 447	9 542	10 234	13 780	9 101
2010-11	9 148	8 127	9 692	12 063	9 450	10 110	11 171	15 649	9 466
2011-12	9 805	8 177	9 938	12 131	9 745	10 372	11 603	15 712	9 785
Australian, State and Territory government recurrent expenditure (including UCC for government schools) per FTE student									
2002-03	8 511	7 415	7 962	8 460	7 929	8 412	8 229	13 235	8 134
2003-04	8 824	7 836	8 543	9 015	8 528	8 749	9 144	13 434	8 579

TABLE 4A.18

Table 4A.18 **Nominal Australian, State and Territory government recurrent expenditure per student, all schools (\$ per FTE student) (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>
2004-05	9 362	8 219	9 324	10 164	9 100	9 345	9 469	13 591	9 183
2005-06	9 620	8 685	9 905	10 528	9 490	10 033	10 065	14 970	9 606
2006-07	10 041	8 975	10 345	11 580	9 880	10 404	10 520	15 257	10 060
2007-08	10 465	9 517	10 674	12 843	10 346	10 836	11 788	15 823	10 601
2008-09	11 144	10 181	11 268	13 676	10 619	11 518	12 553	17 522	11 260
2009-10	11 891	10 800	12 033	14 405	11 491	12 428	13 128	18 455	11 991
2010-11	12 273	11 276	12 737	15 113	12 817	13 248	14 309	20 559	12 611
2011-12	13 243	11 681	13 281	15 480	13 489	13 926	15 022	20 967	13 255

- (a) This table integrates information from tables 4A.6 and 4A.8 (Australian, State and Territory government recurrent expenditure on all schools, divided by two year average FTE student population).
- (b) See table 4A.8 for explanations on the derivation of the overall expenditure on which these figures are based.
- (c) Includes Australian, State and Territory government expenditure on government schools, Australian Government specific purpose payments for non-government schools, and state and territory payments to non-government schools.

Source: Tables 4A.6 and 4A.8.

TABLE 4A.19

Table 4A.19 Value of capital stock, government schools (\$'000) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2002-03									
Total assets (gross)	19 937 356	8 083 409	8 763 020	4 131 777	3 164 221	na	558 613	578 320	na
Less accumulated depreciation	7 251 296	638 506	2 409 350	366 834	1 637 997	na	44 528	199 918	na
Total assets (WDV) (d)	12 686 060	7 445 353	6 353 670	3 764 943	1 526 224	na	514 085	378 402	na
Land (e)	5 496 036	3 211 824	1 531 106	855 391	440 283	50 489	39 141	37 563	11 661 833
Buildings, equipment and other (e)	7 190 024	4 223 529	4 822 564	2 909 552	1 085 941	679 213	514 084	540 757	21 965 664
User cost of capital (f)	1 014 885	594 828	508 294	301 195	122 098	58 376	41 127	30 272	2 671 075
Annual depreciation (g)	224 073	219 447	119 878	73 046	49 246	15 023	22 421	21 551	744 685
2003-04									
Total assets (gross)	20 197 873	9 229 204	10 096 745	4 290 915	3 372 888	1 193 599	604 594	792 301	49 778 119
Less accumulated depreciation	7 437 330	671 570	2 687 991	472 800	1 673 628	472 829	66 737	227 763	13 710 648
Total assets (WDV) (d)	12 732 601	8 557 634	7 408 754	3 818 115	1 699 260	720 770	537 857	564 538	36 039 529
Land (e)	5 604 592	4 002 093	2 333 550	842 133	639 810	50 085	74 653	37 403	13 584 319
Buildings, equipment and other (e)	7 128 009	4 555 541	5 075 204	2 975 982	1 059 450	670 685	463 204	527 135	22 455 210
User cost of capital (f)	1 018 608	684 611	592 700	305 449	135 941	57 662	43 029	45 163	2 883 162
Annual depreciation (g)	184 566	198 868	123 360	79 234	49 609	14 791	23 052	15 046	688 526
2004-05									
Total assets (gross)	20 534 941	9 737 163	13 625 606	5 828 465	3 825 957	698 503	657 074	798 841	55 706 550
Less accumulated depreciation	7 635 155	717 716	3 645 870	335 979	1 913 137	33 559	91 407	243 793	14 616 616
Total assets (WDV) (d)	12 815 019	9 019 447	9 979 736	5 492 486	1 912 820	664 944	565 667	555 048	41 005 167
Land (e)	5 618 412	4 109 432	3 854 131	1 521 311	728 200	250 919	87 196	37 945	16 207 546
Buildings, equipment and other (e)	7 196 607	4 910 016	6 125 605	3 971 175	1 184 620	414 025	478 471	517 104	24 797 623
User cost of capital (f)	1 025 202	721 556	798 379	439 399	153 026	53 196	45 253	44 404	3 280 413
Annual depreciation (g)	195 562	224 573	142 794	148 780	52 257	21 382	23 274	15 075	823 697
2005-06									
Total assets (gross)	20 910 383	10 000 921	14 834 810	5 916 945	3 902 806	745 444	622 927	808 215	57 742 451

TABLE 4A.19

Table 4A.19 Value of capital stock, government schools (\$'000) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Less accumulated depreciation	7 859 892	843 279	4 318 421	516 377	1 946 759	36 416	101 956	259 518	15 882 618
Total assets (WDV) (d)	12 968 563	9 157 642	10 516 389	5 400 568	1 956 047	709 028	520 971	548 697	41 777 905
Land (e)	5 638 663	4 486 507	3 313 866	1 795 036	790 415	270 828	42 209	37 802	16 375 326
Buildings, equipment and other (e)	7 411 828	4 671 135	7 202 523	3 605 532	1 165 631	438 200	478 762	510 895	25 484 506
User cost of capital (f)	1 037 485	732 611	841 311	432 045	156 484	56 722	41 678	43 896	3 342 232
Annual depreciation (g)	225 128	239 677	178 575	125 898	53 485	22 752	23 290	15 289	884 094
2006-07									
Total assets (gross)	23 382 641	9 952 233	17 135 301	7 973 294	4 357 660	788 459	829 511	679 183	65 098 282
Less accumulated depreciation	9 754 145	697 292	4 887 635	140 555	2 257 789	38 716	264 729	122 570	18 163 431
Total assets (WDV) (d)	13 521 923	9 254 941	12 247 666	7 832 739	2 099 871	749 743	564 782	556 613	46 828 278
Land (e)	5 873 581	4 544 916	4 101 746	2 600 728	860 788	286 252	37 877	39 394	18 345 282
Buildings, equipment and other (e)	7 648 342	4 710 025	8 145 920	5 232 011	1 239 083	463 491	526 905	517 219	28 482 996
User cost of capital (f)	1 081 754	740 395	979 813	626 619	167 990	59 979	45 183	44 529	3 746 262
Annual depreciation (g)	244 062	211 716	217 934	153 544	53 655	24 347	16 188	22 153	943 599
2007-08									
Total assets (gross)	23 825 535	11 960 166	18 689 863	9 773 851	5 234 925	826 452	1 322 466	878 305	72 511 563
Less accumulated depreciation	10 051 402	487 974	5 258 311	96 363	2 740 412	42 018	24 382	281 197	18 982 059
Total assets (WDV) (d)	13 650 408	11 472 192	13 431 552	9 677 488	2 494 512	784 434	1 298 084	597 109	53 405 779
Land (e)	5 877 390	6 414 062	4 585 737	3 514 038	1 019 580	307 367	212 881	37 976	21 969 031
Buildings, equipment and other (e)	7 896 743	5 058 130	8 845 815	6 163 450	1 474 932	477 067	1 085 203	559 132	31 560 472
User cost of capital (f)	1 092 033	917 775	1 074 524	774 199	199 561	62 755	103 847	47 769	4 272 462
Annual depreciation (g)	308 781	216 848	240 595	157 556	57 017	26 437	26 235	17 550	1 051 019
2008-09									
Total assets (gross)	24 382 008	12 111 127	20 405 842	10 093 805	5 350 775	850 992	1 406 503	918 971	75 520 023
Less accumulated depreciation	10 354 718	619 943	5 577 998	84 899	2 802 770	44 038	60 900	299 819	19 845 085
Total assets (WDV) (d)	13 983 006	11 491 184	14 827 844	10 008 906	2 548 004	806 954	1 345 603	619 152	55 630 653

TABLE 4A.19

Table 4A.19 Value of capital stock, government schools (\$'000) (a), (b)

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Land (e)	5 894 785	6 463 717	5 240 822	3 406 317	1 079 328	294 150	212 881	37 221	22 629 221
Buildings, equipment and other (e)	8 132 504	5 027 467	9 587 023	6 602 589	1 468 677	512 804	1 132 722	581 931	33 045 717
User cost of capital (f)	1 118 640	919 295	1 186 228	800 712	203 840	64 556	107 648	49 532	4 450 452
Annual depreciation (g)	320 568	215 114	256 600	177 354	63 932	28 540	38 172	19 257	1 119 536
2009-10									
Total assets (gross)	26 870 137	13 344 855	20 917 284	9 833 402	5 590 445	1 006 285	1 506 320	1 010 311	80 079 038
Less accumulated depreciation	10 653 404	782 053	5 329 754	90 599	2 837 376	24 833	101 030	334 565	20 153 614
Total assets (WDV) (d)	16 015 392	12 562 802	15 587 530	9 742 803	2 753 069	981 452	1 405 289	675 746	59 724 083
Land (e)	5 812 149	6 468 135	5 069 574	3 232 704	1 161 762	289 813	212 881	40 741	22 287 759
Buildings, equipment and other (e)	10 404 585	6 094 667	10 517 956	6 510 099	1 591 307	691 639	1 192 408	635 005	37 637 666
User cost of capital (f)	1 281 231	1 005 024	1 247 002	779 424	220 246	78 516	112 423	54 060	4 777 927
Annual depreciation (g)	322 780	209 576	329 634	195 666	64 636	24 833	41 511	20 960	1 209 596
2010-11									
Total assets (gross)	28 798 595	14 853 235	20 195 241	10 806 899	6 944 780	1 060 180	1 828 636	1 401 535	85 889 101
Less accumulated depreciation	10 339 693	937 456	5 174 225	98 979	3 298 593	23 568	36 470	585 241	20 494 225
Total assets (WDV) (d)	18 239 556	13 915 779	14 889 535	10 707 920	3 646 187	1 036 612	1 792 166	816 294	65 044 049
Land (e)	5 899 944	6 483 924	4 472 019	3 414 952	1 231 132	327 743	247 874	62 374	22 139 962
Buildings, equipment and other (e)	12 339 612	7 431 855	10 417 516	7 292 968	2 415 054	708 869	1 544 292	753 920	42 904 086
User cost of capital (f)	1 459 164	1 113 262	1 191 163	856 634	291 695	82 929	143 373	65 304	5 203 524
Annual depreciation (g)	374 003	220 786	359 075	185 463	75 525	23 568	44 493	24 188	1 307 101
2011-12									
Total assets (gross)	36 565 820	14 791 803	21 259 878	11 100 557	7 020 903	1 357 588	1 908 632	1 558 427	95 563 609
Less accumulated depreciation	13 638 891	1 144 628	5 452 555	113 046	3 307 367	76 328	90 146	606 636	24 429 598
Total assets (WDV) (d)	22 628 666	13 647 175	15 615 953	10 987 511	3 713 536	1 281 260	1 818 486	951 791	70 644 378
Land (e)	6 848 530	6 527 427	4 950 784	3 214 690	1 212 858	315 997	247 694	61 501	23 379 481
Buildings, equipment and other (e)	15 780 136	7 119 747	10 665 169	7 772 821	2 500 679	965 263	1 570 792	890 289	47 264 896

TABLE 4A.19

Table 4A.19 **Value of capital stock, government schools (\$'000) (a), (b)**

	<i>NSW</i>	<i>Vic (c)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
User cost of capital (f)	1 810 293	1 091 774	1 249 276	879 001	297 083	102 501	145 479	76 143	5 651 550
Annual depreciation (g)	410 307	256 251	409 708	219 333	94 052	36 902	54 304	28 010	1 508 866

- (a) Table 4A.21 contains information on the treatment of assets.
- (b) The value of capital stock is consistent with the written down value treatment of capital assets from 2000.
- (c) In Victoria, heritage and cultural components are not considered as valuations are on the basis of replacement value. The annual depreciation charge consists of depreciation on buildings and leasehold improvements, plant and equipment.
- (d) The written down value (WDV) of capital assets = gross value of capital assets less accumulated depreciation (less Public Private Leaseholds for NSW only). The WDV of capital assets may be affected by the revaluation schedule and most recent year of revaluation (see table 4A.21).
- (e) The value of land, plus the value of buildings, equipment and other = the total WDV of assets (plus Public Private Leaseholds for NSW since 2003-04 and Queensland in 2011-12 only)
- (f) A notional user cost of capital based on 8 per cent of total WDV of capital assets as at 30 June (see footnote (d)) is applied to data for all jurisdictions.
- (g) Depreciation costs align with SCSEEC treatment.

Source: SCSEEC NSSC (unpublished); State and Territory governments (unpublished).

TABLE 4A.20

Table 4A.20 **Notional UCC per FTE student, government schools (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>
<i>User cost of capital per FTE student, (\$ per FTE student)</i>									
2002-03	1 348	1 109	1 144	1 294	709	930	1 112	1 053	1 178
2003-04	1 361	1 274	1 321	1 324	799	924	1 186	1 567	1 274
2004-05	1 379	1 341	1 768	1 911	909	859	1 269	1 537	1 453
2005-06	1 400	1 362	1 850	1 877	936	925	1 182	1 514	1 481
2006-07	1 463	1 378	2 090	2 718	1 007	993	1 296	1 530	1 652
2007-08	1 481	1 710	2 232	3 354	1 201	1 055	3 024	1 632	1 878
2008-09	1 519	1 710	2 449	3 441	1 232	1 096	3 149	1 710	1 953
2009-10	1 733	1 865	2 558	3 328	1 329	1 340	3 267	1 873	2 089
2010-11	1 962	2 061	2 431	3 633	1 759	1 418	4 149	2 242	2 265
2011-12	2 424	2 008	2 518	3 643	1 788	1 765	4 143	2 598	2 439

(a) This table integrates information from tables 4A.6 and 4A.19.

(b) A notional user cost of capital is based on 8 per cent of total WDV of capital assets as at 30 June (see table 4A.19) and is applied to data for all jurisdictions.

(c) The data in this table may be affected by the revaluation schedule of assets and the most recent year of revaluation (table 4A.21).

Source: Tables 4A.6 and 4A.15.

TABLE 4A.21

Table 4A.21 Treatment of assets by school education agencies (a), (b), (c), (d)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT</i>
Depreciation method		Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line	Straight line
Revaluation method	Land	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value	Fair value
	Buildings	Fair value	Fair value	Fair value	Fair value	Depreciated replacement cost	Fair value	Fair value	Fair value
	Other assets	Fair value	na	Fair value/ historic cost	Cost	Depreciated replacement cost	Historic cost	Cost	Historic cost
Frequency of revaluations	Land, buildings	5 years	5 years	5 years	Annual	Land annual/ buildings 3 years	5 years	3 years	5 years
	Other assets	Not revalued	na	na	As required	3 years	na	..	na
Year of most recent revaluation (e)		2013	2012-13	2009-10	2011-12	Land 2009-10 / Buildings and other assets 2007-08	30 June 2010	2010-11	2010-11
Useful asset lives	Buildings (f)	50-80 years, longer in some cases	60 years	32-80 years	16-40 years	20-70 years	5-80 years	50 years	50 years
	Specialist equipment	3-30 years	na	5-20 years	8-12 years	na	na	5-20 years	na
	IT equipment	3-15 years	3-10 years	5 years	4 years	3-7 years	3-10 years	3-8 years	3-6 years
	Other vehicles	5-15 years	na	5-10 years	5-10 years	12-20 years	3-10 years	6 years	5 years
	Office equipment (g)	3-30 years	3-10 years	5-10 years	8-10 years	3-15 years	3-30 years	5-10 years	4-10 years
	Other equipment (h)	3-30 years	3-10 years	5-10 years	5 years	3-15 years	3-30 years	na	na

TABLE 4A.21

Table 4A.21 Treatment of assets by school education agencies (a), (b), (c), (d)

		<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT</i>
Threshold	Buildings	5 000	5 000	10 000	5 000	5 000	150 000	2 000	10 000
capitalisation levels	IT equipment	5 000	5 000	5 000	5 000	5 000	10 000	2 000	10 000
(\$)	Other assets (i)	5 000	5 000	5 000	5 000	5 000	10 000	2 000	10 000

- (a) Market value (MV) is the current (net) value market selling price or exchange value; deprival value may be either the depreciated replacement cost of an asset of a similar service potential or the stream of its future economic benefits. DRC = the depreciated replacement cost; CV = the current value.
- (b) Estimated as 1/depreciation rate.
- (c) Asset lives for some assets have been grouped with other classifications.
- (d) Tasmania takes into account consideration of current and maximum enrolments that can be accommodated and discounts the valuation by a factor based on this.
- (e) Queensland has a rolling revaluation process. One quarter of assest were revalued in 2009-10. NT assets are revalued on a rolling basis, therefore, not all assets were revalued in this year.
- (f) In Victoria, the asset life for relocatable buildings is 40 years.
- (g) For some jurisdictions, office equipment includes furniture and fittings.
- (h) For some jurisdictions, other equipment includes information technology.
- (i) NSW has a threshold level of \$50,000 for intangible software. Tasmania has a threshold level of \$150,000 for intangible assets.
- na** Not available. .. Not applicable.

Source: State and Territory governments (unpublished).

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, 2012 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools									
Teaching staff (b)									
Primary schools	15.5	15.0	15.4	15.9	14.9	14.5	13.8	11.5	15.2
Secondary schools	12.4	11.9	12.5	11.7	13.2	13.1	11.8	10.3	12.3
All schools	14.1	13.5	14.2	14.3	14.2	13.9	12.9	11.0	13.9
Non-teaching school staff (c), (d)									
Primary schools	45.2	42.8	35.2	26.3	33.1	32.2	41.0	22.4	37.3
Secondary schools	43.3	33.2	33.1	22.9	32.0	31.1	34.9	19.2	34.2
All schools	44.4	38.3	34.4	25.2	32.7	31.7	38.1	21.1	36.0
All school staff (e)									
Primary schools	11.5	11.1	10.7	9.9	10.3	10.0	10.4	7.7	10.8
Secondary schools	9.7	8.7	9.1	7.8	9.4	9.2	8.8	6.7	9.0
All schools	10.7	10.0	10.1	9.1	9.9	9.6	9.6	7.3	10.1
Non-government schools									
Teaching staff (b)									
Primary schools	16.5	14.8	17.4	17.1	15.9	15.6	17.0	15.7	16.2
Secondary schools	11.8	11.1	12.2	10.8	11.7	11.6	12.5	10.3	11.5
All schools	13.7	12.6	14.6	13.7	13.8	13.2	14.4	12.4	13.6
Non-teaching school staff (c), (d)									
Primary schools	46.4	43.6	32.4	28.7	38.5	29.9	61.4	20.5	38.3
Secondary schools	32.5	25.8	22.9	23.5	26.7	23.0	32.4	15.6	26.7
All schools	38.2	32.2	27.4	26.2	32.4	25.9	42.3	17.7	31.7
All school staff (e)									
Primary schools	12.2	11.0	11.3	10.7	11.2	10.3	13.3	8.9	11.4
Secondary schools	8.7	7.7	8.0	7.4	8.1	7.7	9.0	6.2	8.1
All schools	10.1	9.1	9.5	9.0	9.7	8.8	10.7	7.3	9.5
All schools									
Teaching staff (b)									
Primary schools	15.8	14.9	16.0	16.2	15.2	14.8	14.9	12.2	15.5
Secondary schools	12.2	11.5	12.4	11.3	12.6	12.6	12.1	10.3	12.0
All schools	14.0	13.2	14.4	14.1	14.1	13.7	13.5	11.4	13.8
Non-teaching school staff (c), (d)									
Primary schools	45.5	43.0	34.3	27.0	34.8	31.6	47.2	22.0	37.6
Secondary schools	38.3	29.6	28.2	23.2	29.7	28.0	33.7	17.8	30.7
All schools	42.0	35.8	31.7	25.5	32.6	29.8	39.8	20.1	34.4
All school staff (e)									
Primary schools	11.7	11.1	10.9	10.1	10.6	10.1	11.4	7.9	11.0
Secondary schools	9.2	8.3	8.6	7.6	8.8	8.7	8.9	6.5	8.6
All schools	10.5	9.6	9.9	9.1	9.8	9.4	10.1	7.3	9.9

FTE= Full time equivalent.

(a) FTE students and FTE staff.

TABLE 4A.22

Table 4A.22 **Students-to-staff ratios, 2012 (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(b) Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students, and support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who, although they may spend the majority of their time in contact with students, are not engaged directly to impart the school curriculum). In the Northern Territory, Assistant Teachers in Homeland Learning Centres and community schools are included as teaching staff.									
(c) Non-teaching staff generally perform their duties in one or more schools/Australian educational establishments as specialist support staff; administrative and clerical staff (including teacher aides and assistants) mainly performing general administrative and clerical duties; and building operations, general maintenance and other staff (including staff providing associated technical services and janitorial staff).									
(d) The ratio of 'FTE students to FTE non-teaching in school staff' needs to be interpreted with care because it can be affected by: <ul style="list-style-type: none"> • the amount of administrative work undertaken by staff nominally classified as teachers (such as principals, assistant principals and senior teachers) • the proportion of administrative work undertaken outside the school (because administrative tasks such as personnel management are centralised in some jurisdictions but undertaken at the school level in others) • the extent to which technology is applied to teaching, learning and school administration • the extent to which there are support staff in the classroom setting and whether these staff are classified as teaching or non-teaching • the degree to which schools contract out services. 									
(e) School staff include all teaching staff and those non-teaching staff who spend more than half their time actively engaged in one or more schools (excluding cleaners and emergency and casual relief staff).									

Source: ABS 2013, Schools Australia 2012, Cat. no. 4221.0.

TABLE 4A.23

Table 4A.23 **Students-to-staff ratios, teaching staff, all students (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>
Primary schools										
Government schools										
	2003	17.3	16.2	15.5	16.8	15.9	16.0	15.1	13.9	16.4
	2004	17.0	16.2	15.4	16.2	16.2	15.9	14.2	13.5	16.2
	2005	16.7	16.1	15.5	16.3	16.1	15.9	13.8	13.6	16.1
	2006	16.2	15.9	15.5	16.2	15.7	15.8	13.8	13.3	15.8
	2007	16.2	15.7	15.5	15.3	15.6	15.6	13.6	13.7	15.7
	2008	15.9	15.7	15.5	15.3	15.4	15.5	13.6	12.2	15.6
	2009	15.9	15.7	15.4	15.2	15.4	14.8	13.9	12.1	15.5
	2010	15.7	15.6	15.4	15.4	15.3	14.3	13.5	12.2	15.4
	2011	15.5	15.4	15.3	15.6	14.9	14.3	13.7	11.8	15.3
	2012	15.5	15.0	15.4	15.9	14.9	14.5	13.8	11.5	15.2
Non-government schools										
	2003	17.5	16.5	16.7	17.3	17.6	17.2	18.1	18.3	17.1
	2004	17.2	16.4	16.6	17.0	17.2	17.2	17.9	18.1	16.9
	2005	17.1	16.0	16.3	16.8	16.6	16.8	17.5	16.7	16.6
	2006	16.9	15.7	15.9	17.0	16.4	17.0	17.5	17.4	16.4
	2007	16.8	15.2	17.4	17.1	16.5	16.6	17.3	17.0	16.5
	2008	16.8	15.0	17.4	17.0	16.2	16.5	17.3	15.5	16.4
	2009	16.8	15.1	17.7	16.8	16.4	16.0	17.0	15.5	16.5
	2010	16.7	15.0	17.5	17.4	16.3	16.3	17.1	15.8	16.5
	2011	16.6	14.9	17.5	17.1	16.1	16.1	17.3	15.5	16.4
	2012	16.5	14.8	17.4	17.1	15.9	15.6	17.0	15.7	16.2
All schools										
	2003	17.3	16.3	15.8	16.9	16.4	16.2	16.1	14.6	16.6
	2004	17.1	16.3	15.7	16.4	16.5	16.2	15.4	14.2	16.4
	2005	16.8	16.1	15.7	16.4	16.3	16.1	15.0	14.2	16.2
	2006	16.4	15.8	15.6	16.4	15.9	16.1	15.0	14.0	16.0
	2007	16.4	15.6	16.0	15.8	15.9	15.8	14.8	14.3	15.9
	2008	16.2	15.5	16.0	15.8	15.7	15.8	14.9	12.8	15.8
	2009	16.1	15.5	16.0	15.7	15.7	15.1	15.0	12.8	15.8
	2010	16.0	15.4	16.0	16.0	15.6	14.7	14.8	12.8	15.7
	2011	15.9	15.2	15.9	16.0	15.3	14.7	15.0	12.4	15.6
	2012	15.8	14.9	16.0	16.2	15.2	14.8	14.9	12.2	15.5
Secondary schools										
Government schools										
	2003	12.6	12.1	13.0	12.2	12.9	13.4	11.9	11.6	12.5
	2004	12.5	12.1	13.0	11.7	12.5	13.2	11.8	11.0	12.4
	2005	12.4	12.0	13.0	12.0	12.5	13.2	11.8	11.6	12.4
	2006	12.4	11.9	13.0	12.5	12.5	13.2	11.9	11.2	12.4
	2007	12.5	11.8	12.9	11.7	12.7	13.1	12.2	10.9	12.3

TABLE 4A.23

Table 4A.23 **Students-to-staff ratios, teaching staff, all students (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>	
2008	12.4	11.8	12.8	11.7	12.6	13.0	12.1	12.9	12.3	
2009	12.4	11.9	12.7	11.7	12.9	12.9	11.6	10.6	12.3	
2010	12.5	11.8	12.6	11.2	13.0	13.1	11.5	11.0	12.3	
2011	12.5	11.7	12.5	11.4	13.4	13.0	11.8	10.5	12.2	
2012	12.4	11.9	12.5	11.7	13.2	13.1	11.8	10.3	12.3	
Non-government schools										
2003	12.0	12.0	12.6	12.5	12.2	12.4	12.9	10.2	12.1	
2004	11.9	11.7	12.5	12.4	12.1	12.4	12.8	9.8	12.0	
2005	11.8	11.6	12.5	12.2	12.0	12.3	13.0	10.3	11.9	
2006	11.7	11.5	12.5	12.0	11.8	12.2	12.8	10.5	11.8	
2007	11.7	11.3	12.2	12.0	11.7	12.1	12.8	10.6	11.7	
2008	11.6	11.2	12.2	11.8	11.7	11.9	12.9	11.2	11.6	
2009	11.8	11.2	12.2	11.7	11.7	11.9	13.0	10.5	11.7	
2010	11.9	11.3	12.4	11.0	11.7	11.9	13.2	10.5	11.7	
2011	11.8	11.1	12.2	10.9	11.7	11.5	12.7	10.5	11.6	
2012	11.8	11.1	12.2	10.8	11.7	11.6	12.5	10.3	11.5	
All schools										
2003	12.3	12.1	12.9	12.3	12.7	13.1	12.3	11.1	12.4	
2004	12.3	12.0	12.8	12.0	12.3	12.9	12.2	10.6	12.3	
2005	12.2	11.9	12.8	12.1	12.3	13.0	12.3	11.2	12.2	
2006	12.1	11.7	12.8	12.3	12.2	12.8	12.3	11.0	12.2	
2007	12.2	11.6	12.7	11.8	12.3	12.8	12.5	10.8	12.1	
2008	12.1	11.6	12.6	11.7	12.2	12.7	12.4	12.3	12.0	
2009	12.2	11.6	12.5	11.7	12.4	12.6	12.2	10.5	12.0	
2010	12.3	11.6	12.5	11.1	12.5	12.7	12.2	10.9	12.0	
2011	12.2	11.5	12.4	11.2	12.7	12.5	12.2	10.5	12.0	
2012	12.2	11.5	12.4	11.3	12.6	12.6	12.1	10.3	12.0	
All schools										
Government schools										
2003	15.0	14.3	14.5	14.8	14.7	14.8	13.5	13.1	14.6	
2004	14.8	14.2	14.4	14.3	14.6	14.6	13.0	12.6	14.5	
2005	14.6	14.1	14.5	14.5	14.6	14.7	12.9	12.9	14.4	
2006	14.4	13.9	14.4	14.7	14.3	14.6	12.8	12.5	14.3	
2007	14.4	13.8	14.5	13.8	14.4	14.4	13.0	12.7	14.2	
2008	14.3	13.8	14.4	13.8	14.3	14.3	12.9	12.4	14.1	
2009	14.2	13.8	14.3	13.8	14.4	13.9	12.7	11.5	14.0	
2010	14.2	13.8	14.3	13.8	14.4	13.7	12.5	11.7	14.0	
2011	14.1	13.6	14.2	14.0	14.3	13.7	12.8	11.3	13.9	
2012	14.1	13.5	14.2	14.3	14.2	13.9	12.9	11.0	13.9	
Non-government schools										
2003	14.2	13.8	14.4	14.6	14.9	14.3	15.0	13.9	14.3	

TABLE 4A.23

Table 4A.23 **Students-to-staff ratios, teaching staff, all students (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>
2004	14.1	13.6	14.3	14.5	14.6	14.3	14.9	13.4	14.1
2005	14.0	13.4	14.2	14.3	14.3	14.2	14.8	13.3	13.9
2006	13.8	13.2	14.0	14.2	14.1	14.1	14.7	13.7	13.8
2007	13.8	12.9	14.6	14.2	14.1	13.9	14.7	13.6	13.8
2008	13.7	12.7	14.6	14.0	13.9	13.8	14.7	13.0	13.7
2009	13.8	12.8	14.7	13.9	14.0	13.6	14.7	12.5	13.7
2010	13.9	12.8	14.8	13.8	13.9	13.7	14.9	12.6	13.7
2011	13.8	12.7	14.7	13.8	13.8	13.3	14.6	12.5	13.6
2012	13.7	12.6	14.6	13.7	13.8	13.2	14.4	12.4	13.6
All schools									
2003	14.7	14.1	14.5	14.8	14.8	14.6	14.0	13.3	14.5
2004	14.6	14.0	14.4	14.3	14.6	14.5	13.7	12.8	14.3
2005	14.4	13.9	14.4	14.4	14.5	14.5	13.6	13.0	14.2
2006	14.2	13.7	14.3	14.5	14.2	14.4	13.6	12.8	14.1
2007	14.2	13.4	14.5	14.0	14.3	14.3	13.6	12.9	14.0
2008	14.1	13.4	14.5	13.9	14.2	14.2	13.6	12.6	13.9
2009	14.1	13.4	14.4	13.8	14.2	13.8	13.5	11.8	13.9
2010	14.1	13.4	14.4	13.8	14.2	13.7	13.4	11.9	13.9
2011	14.0	13.3	14.4	13.9	14.1	13.6	13.5	11.6	13.8
2012	14.0	13.2	14.4	14.1	14.1	13.7	13.5	11.4	13.8

(a) Full time equivalent students and full time equivalent staff.

(b) Teaching staff have teaching duties (that is, they are engaged to impart the school curriculum) and spend the majority of their time in contact with students, and support students, either by direct class contact or on an individual basis. Teaching staff include principals, deputy principals and senior teachers mainly involved in administrative duties, but not specialist support staff (who, although they may spend the majority of their time in contact with students, are not engaged directly to impart the school curriculum). In the Northern Territory, Assistant Teachers in Homeland Learning Centres and community schools are included as teaching staff.

Source: ABS 2013, Schools Australia 2012, Cat. no. 4221.0.

TABLE 4A.24

Table 4A.24 **Distribution of school sizes — government schools, 2012 (per cent) (a), (b), (c), (d)**

	<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, by size									
1–35	16.2	13.6	19.4	8.8	9.7	3.9	–	26.7	14.5
36–100	14.5	14.3	17.6	11.5	17.6	20.3	9.4	5.0	15.0
101–200	14.0	18.2	9.9	12.1	20.6	20.3	17.0	11.7	14.7
201–300	16.9	16.6	8.9	18.7	21.1	28.9	24.5	23.3	16.3
301–600	29.5	31.5	24.1	42.1	26.7	26.6	49.1	33.3	30.2
601+	8.8	5.8	20.1	6.8	4.3	–	–	–	9.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	–	–	–	–	–	–	–	–	–
21–35	–	np	–	np	–	–	–	–	np
36–100	–	np	–	np	–	np	–	–	np
101–200	3.5	5.3	5.0	7.3	4.4	np	np	np	4.8
201–300	4.6	5.7	5.0	4.2	4.4	10.5	–	20.0	5.2
301–600	23.2	25.8	23.3	37.5	32.4	36.8	33.3	33.3	26.6
601–1000	44.1	26.2	32.2	32.3	41.2	34.2	55.6	33.3	36.2
1001+	24.6	34.8	34.4	16.7	17.6	13.2	np	np	26.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (e)									
1–20	–	–	–	–	–	–	–	–	–
21–35	–	np	–	5.6	9.2	np	–	12.3	4.5
36–100	np	np	23.9	34.4	23.7	15.4	–	54.8	25.2
101–200	34.8	17.7	17.4	15.6	7.9	23.1	–	13.7	17.4
201–300	13.6	15.2	15.2	15.6	22.4	15.4	–	11.0	15.3
301–600	25.8	26.6	22.8	14.4	19.7	34.6	33.3	8.2	20.5
601–1000	np	19.0	5.4	10.0	6.6	np	33.3	–	7.8
1001+	np	17.7	15.2	4.4	10.5	np	33.3	–	9.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling.

(d) Some data are not published in this table ('np'), as identification of small numbers of schools in specific categories has not been approved for publication.

(e) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero. **np** not published.

Source: ABS (unpublished) *Schools Australia* 2012.

TABLE 4A.25

Table 4A.25 **Distribution of school sizes — non-government schools, 2012 (per cent) (a), (b), (c), (d)**

	<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, by size									
1–35	8.2	5.6	4.3	6.7	np	np	np	–	5.9
36–100	14.1	12.2	12.5	21.5	10.7	10.7	np	np	13.6
101–200	23.1	24.9	16.8	24.2	26.2	42.9	24.0	27.3	23.4
201–300	14.7	24.2	13.4	16.1	28.2	25.0	24.0	45.5	18.9
301–600	34.5	29.9	41.8	28.2	np	np	36.0	np	32.8
601+	5.5	3.1	11.2	3.4	4.9	–	12.0	–	5.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	–	–	–	–	–	–	–	–	–
21–35	np	–	–	–	–	–	–	–	np
36–100	4.1	5.1	5.5	33.3	np	–	–	np	5.8
101–200	3.4	4.1	4.1	np	np	–	–	44.4	5.2
201–300	np	3.1	8.2	–	np	–	–	–	3.9
301–600	20.0	15.3	35.6	33.3	36.8	np	–	33.3	np
601–1000	48.3	33.7	39.7	np	36.8	60.0	–	np	39.7
1001+	20.7	38.8	6.8	–	np	np	100.0	–	22.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (e)									
1–20	–	–	–	–	–	–	–	–	–
21–35	2.1	–	np	2.3	–	np	–	–	1.4
36–100	5.5	7.1	3.9	13.6	np	19.4	np	29.4	7.5
101–200	7.2	5.1	5.2	5.3	np	12.9	np	np	6.2
201–300	5.9	5.1	7.8	7.6	5.7	np	np	17.6	6.5
301–600	27.4	24.4	14.9	21.2	15.7	16.1	np	np	21.4
601–1000	33.8	28.2	29.2	22.7	47.1	32.3	23.1	29.4	30.9
1001+	18.1	30.1	np	27.3	27.1	np	46.2	–	26.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling.

(d) Some data are not published in this table ('np'), as identification of small numbers of schools in specific categories has not been approved for publication.

(e) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero. **np** not published.

Source: ABS (unpublished) *Schools Australia* 2012.

TABLE 4A.26

Table 4A.26 **Distribution of school sizes — all schools, 2012 (per cent) (a), (b), (c), (d)**

	<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, by size									
1–35	14.3	11.4	16.4	8.3	np	np	np	22.5	12.5
36–100	14.4	13.7	16.6	13.7	16.1	18.6	np	np	14.6
101–200	16.1	20.1	11.3	14.8	21.8	24.4	19.2	14.1	16.7
201–300	16.4	18.7	9.8	18.1	22.6	28.2	24.4	26.8	16.9
301–600	30.7	31.1	27.7	39.0	np	np	44.9	np	30.8
601+	8.0	5.1	18.3	6.0	4.4	–	3.8	–	8.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Secondary schools, by size									
1–20	–	–	–	–	–	–	–	–	–
21–35	np	np	–	np	–	–	–	–	np
36–100	1.2	np	1.6	np	np	np	–	np	np
101–200	3.5	5.0	4.7	np	np	np	np	np	4.9
201–300	np	5.0	5.9	3.8	np	9.3	–	12.5	4.9
301–600	22.3	22.8	26.9	37.1	33.3	np	26.1	33.3	np
601–1000	45.2	28.4	34.4	np	40.2	37.2	43.5	np	37.1
1001+	23.5	36.0	26.5	15.2	np	np	np	np	25.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Combined primary/secondary schools, by size (e)									
1–20	–	–	–	–	–	–	–	–	–
21–35	1.7	np	np	3.6	4.8	np	–	10.0	2.6
36–100	np	np	11.4	22.1	np	17.5	np	50.0	14.4
101–200	13.2	9.4	9.8	9.5	np	17.5	np	np	10.5
201–300	7.6	8.5	10.6	10.8	14.4	np	np	12.2	9.9
301–600	27.1	25.1	17.9	18.5	17.8	24.6	np	np	21.0
601–1000	np	25.1	20.3	17.6	26.0	np	27.3	5.6	22.0
1001+	np	26.0	np	18.0	18.5	np	40.9	–	19.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data are based on full time equivalent students.

(b) Special schools are excluded from the calculations.

(c) The number of schools in a particular year may vary due to decisions affecting structural changes in the composition of schooling.

(d) Some data are not published in this table ('np'), as identification of small numbers of schools in specific categories has not been approved for publication.

(e) Combined schools comprise both primary and secondary students. The student numbers for combined schools are estimated as the sums of the midpoints of their respective primary and secondary categories in the cross tabulated classification of the NSSC.

– Nil or rounded to zero. **np** not published.

Source: ABS (unpublished) *Schools Australia* 2012.

TABLE 4A.27

Table 4A.27 Full time student enrolments and schools (number) (a)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2008 (August)									
Government schools									
Primary students	430 057	310 835	308 771	150 842	105 080	33 475	18 546	18 460	1 376 066
Secondary students	304 585	224 324	171 079	80 105	57 393	24 805	15 482	10 715	888 488
Total students	734 642	535 159	479 850	230 947	162 473	58 280	34 028	29 175	2 264 554
Primary schools	1 642	1 198	934	507	428	140	57	56	4 962
Secondary schools	369	253	177	97	72	39	17	15	1 039
Combined schools	66	58	92	95	76	26	6	75	494
Special schools	112	76	47	69	20	5	4	5	338
Total schools	2 189	1 585	1 250	768	596	210	84	151	6 833
Non-government schools									
Primary students	187 513	144 153	123 795	62 414	51 177	11 295	12 194	4 895	597 436
Secondary students	186 396	159 021	102 817	56 296	37 811	12 016	12 956	4 987	572 300
Total students	373 909	303 174	226 612	118 710	88 988	23 311	25 150	9 882	1 169 736
Primary schools	502	428	232	151	107	29	26	11	1 486
Secondary schools	157	107	73	34	23	7	5	10	416
Combined schools	227	147	146	104	66	30	12	15	747
Special schools	34	21	12	8	3	1	1	–	80
Total schools	920	703	463	297	199	67	44	36	2 729
All schools									
Primary students	617 570	454 988	432 566	213 256	156 257	44 770	30 740	23 355	1 973 502
Secondary students	490 981	383 345	273 896	136 401	95 204	36 821	28 438	15 702	1 460 788
Total students	1 108 551	838 333	706 462	349 657	251 461	81 591	59 178	39 057	3 434 290
Primary schools	2 144	1 626	1 166	658	535	169	83	67	6 448
Secondary schools	526	360	250	131	95	46	22	25	1 455
Combined schools	293	205	238	199	142	56	18	90	1 241

TABLE 4A.27

Table 4A.27 Full time student enrolments and schools (number) (a)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Special schools	146	97	59	77	23	6	5	5	418
Total schools	3 109	2 288	1 713	1 065	795	277	128	187	9 562
2012 (August)									
Government schools									
Primary students	440 549	321 752	323 014	169 443	104 917	31 863	19 963	18 768	1 430 269
Secondary students	306 325	223 254	174 999	75 431	60 210	24 530	15 621	10 578	890 948
Total students	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
Primary schools	1 623	1 136	921	513	393	128	53	60	4 827
Secondary schools	370	244	180	96	68	38	18	15	1 029
Combined schools	66	79	92	90	76	26	9	73	511
Special schools	110	76	46	66	18	5	4	5	330
Total schools	2 169	1 535	1 239	765	555	197	84	153	6 697
Non-government schools									
Primary students	194 596	155 938	139 105	73 552	53 618	11 514	13 103	5 283	646 709
Secondary students	195 881	165 901	110 564	55 776	40 246	12 122	13 419	5 230	599 139
Total students	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
Primary schools	490	425	232	149	103	28	25	11	1 463
Secondary schools	145	98	73	9	19	5	5	9	363
Combined schools	237	156	154	132	70	31	13	17	810
Special schools	41	19	17	11	3	1	1	1	94
Total schools	913	698	476	301	195	65	44	38	2 730
All schools									
Primary students	635 145	477 690	462 119	242 995	158 535	43 377	33 066	24 051	2 076 978
Secondary students	502 206	389 155	285 563	131 207	100 456	36 652	29 040	15 808	1 490 087
Total students	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
Primary schools	2 113	1 561	1 153	662	496	156	78	71	6 290

TABLE 4A.27

Table 4A.27 **Full time student enrolments and schools (number) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Secondary schools	515	342	253	105	87	43	23	24	1 392
Combined schools	303	235	246	222	146	57	22	90	1 321
Special schools	151	95	63	77	21	6	5	6	424
Total schools	3 082	2 233	1 715	1 066	750	262	128	191	9 427

(a) Student numbers are full time students, not full time equivalent students.

– Nil or rounded to zero.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.28

Table 4A.28 **Change in number of schools and number of full time students, 2008–12 (per cent) (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008–12 overall change									
Schools									
Government schools	-0.9	-3.2	-0.9	-0.4	-6.9	-6.2	–	1.3	-2.0
Non-government schools	-0.8	-0.7	2.8	1.3	-2.0	-3.0	–	5.6	–
All schools	-0.9	-2.4	0.1	0.1	-5.7	-5.4	–	2.1	-1.4
Students									
Government schools	1.7	1.8	3.8	6.0	1.6	-3.2	4.6	0.6	2.5
Non-government schools	4.4	6.2	10.2	8.9	5.5	1.4	5.5	6.4	6.5
All schools	2.6	3.4	5.8	7.0	3.0	-1.9	4.9	2.1	3.9
2008–12 average annual change									
Schools									
Government schools	-0.2	-0.8	-0.2	-0.1	-1.8	-1.6	–	0.3	-0.5
Non-government schools	-0.2	-0.2	0.7	0.3	-0.5	-0.8	–	1.4	–
All schools	-0.2	-0.6	–	–	-1.4	-1.4	–	0.5	-0.4
Students									
Government schools	0.4	0.5	0.9	1.5	0.4	-0.8	1.1	0.1	0.6
Non-government schools	1.1	1.5	2.5	2.2	1.3	0.3	1.3	1.6	1.6
All schools	0.6	0.8	1.4	1.7	0.7	-0.5	1.2	0.5	1.0

(a) Student numbers are full time students, not full time equivalent students.

– Nil or rounded to zero.

Source: Table 4A.23; ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.29

Table 4A.29 Indigenous full time students, 2012 (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>
Total Indigenous students (b)										
Government schools	no.	46 979	9 707	43 227	20 047	8 976	4 724	1 177	13 054	147 891
Non-government schools	no.	7 799	1 621	8 068	3 748	1 116	912	325	3 041	26 630
All schools	no.	54 778	11 328	51 295	23 795	10 092	5 636	1 502	16 095	174 521
Total students										
Government schools	no.	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
Non-government schools	no.	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
All schools	no.	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
Indigenous students as a proportion of all students										
Government schools	%	6.3	1.8	8.7	8.2	5.4	8.4	3.3	44.5	6.4
Non-government schools	%	2.0	0.5	3.2	2.9	1.2	3.9	1.2	28.9	2.1
All schools	%	4.8	1.3	6.9	6.4	3.9	7.0	2.4	40.4	4.9

(a) Student numbers are full time students, not full time equivalent students.

(b) 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 underrepresented in some jurisdictions.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.30

Table 4A.30 **Students from language backgrounds other than English as a proportion of all students (per cent) (a), (b), (c), (d), (e), (f), (g), (h)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Government schools								
2001	23.6	22.0	11.0	15.3	13.0	4.7	20.5	33.1
2006	23.6	21.3	11.7	14.1	12.7	4.7	19.7	26.1
2011	25.3	23.8	13.2	17.7	14.3	5.5	23.6	34.5
Non-government schools								
2001	29.9	31.5	14.6	24.1	20.0	9.1	21.4	27.5
2006	27.9	28.6	14.9	21.5	18.3	9.3	18.6	24.9
2011	28.2	29.0	15.3	23.1	19.2	10.4	19.6	30.8
All schools								
2001	25.6	25.3	12.2	18.0	15.2	5.9	20.9	31.8
2006	25.0	23.9	12.7	16.5	14.6	6.0	19.2	25.8
2011	26.3	25.7	13.9	19.6	16.1	6.9	21.9	33.6

- (a) Number of LBOTE students and number of all students. Absolute numbers of LBOTE students are sourced from the Census of Population and Housing, whilst data on all full time students are sourced from the ABS Schools Australia collection.
- (b) The number of students from a language background other than English in each state/territory in government schools, in non-government schools and in total, as a percentage of the total number of students in each state/territory in government schools, in non-government schools and in total. The data exclude students counted in the external territories.
- (c) 2011 data for this table is derived from the 2011 Census of Population and Housing based on responses to language background and birthplace variables. The table includes the following respondent groups: Language spoken at home (language other than English) by Birthplace (Main English speaking country, non-main English speaking country and unknown); Language spoken at home (Unknown) by Birthplace (Non-Main English speaking country); Language spoken at home (English only) by Birthplace (Non-Main English speaking country and main English speaking Country)
- (d) The Department of Education definition of students from a non-English speaking background is one used for allocating an element of Australian Government targeted program funds. It may not be the same as definitions adopted by individual jurisdictions. Further allocation of Commonwealth LBOTE funding will not be necessarily based on the 2011 data shown in this table.
- (e) This table excludes responses from students where the type of institution was not stated.
- (f) This table excludes students studying at other educational institutions (e.g. pre-schools, TAFE, university and other).
- (g) This table excludes responses from students where the type of institution was not stated.
- (h) This table includes Indigenous students whose main language spoken at home is not English.

Source: Department of Education (unpublished) based on the ABS (2001, 2006, 2011) Census of Population and Housing.

TABLE 4A.31

Table 4A.31 **Funded students with disability, 2012 (a), (b)**

	<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>
Total students with disability (c)										
Government schools	no.	47 081	33 668	26 540	11 736	15 164	3 137	1 845	1 552	140 722
Non-government schools	no.	16 435	11 144	6 849	3 255	3 429	718	602	455	42 888
All schools	no.	63 516	44 812	33 390	14 991	18 593	3 856	2 447	2 007	183 610
Total students (d)										
Government schools	no.	746 874	545 006	498 013	244 874	165 127	56 393	35 584	29 346	2 321 217
Non-government schools	no.	390 477	321 839	249 669	129 328	93 864	23 636	26 522	10 513	1 245 848
All schools	no.	1 137 351	866 845	747 682	374 202	258 991	80 029	62 106	39 859	3 567 065
Students with disability as a proportion of all students										
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
All schools	%	5.6	5.2	4.5	4.0	7.2	4.8	3.9	5.0	5.1

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

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

TABLE 4A.32

Table 4A.32 **Student body mix, government schools (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>
2008									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	5.3	1.5	8.0	8.3	4.7	7.5	2.6	44.2	5.8
Students with disabilities (b)	5.9	5.5	4.4	3.5	9.2	5.1	5.1	12.5	5.5
Seniority profile (c)	10.7	11.9	12.0	12.1	11.8	10.8	16.3	9.8	11.5
Government students as % of all students (d)	66.3	63.8	67.9	66.0	64.6	71.4	57.5	74.7	65.9
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	5.5	1.5	8.1	8.2	4.9	8.2	3.0	43.2	5.9
Students with disabilities (b)	5.8	5.9	4.7	3.6	9.3	5.4	5.1	14.9	5.7
Seniority profile (c)	11.0	12.0	12.4	12.6	12.5	11.1	16.5	9.7	11.9
Government students as % of all students (d)	66.2	63.6	67.5	65.6	64.2	71.1	57.4	74.0	65.7
2010									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	5.8	1.6	8.3	8.2	5.1	8.1	3.1	44.8	6.0
Students with disabilities (b)	6.2	6.1	4.9	3.8	9.3	5.4	5.3	10.2	5.9
Seniority profile (c)	11.3	12.3	12.8	12.7	13.3	12.0	16.5	9.7	12.2
Government students as % of all students (d)	66.2	63.3	67.0	65.3	64.0	70.9	57.2	73.9	65.5
2011									
LBOTE (a)	25.3	23.8	13.2	17.7	14.3	5.5	23.6	34.5	20.4
Indigenous students	6.1	1.7	8.5	8.2	5.3	8.2	3.2	45.1	6.2
Students with disabilities (b)	6.4	6.1	5.1	3.9	9.2	5.5	5.3	8.9	6.0
Seniority profile (c)	11.5	12.4	12.8	12.7	13.7	12.5	16.6	9.8	12.3
Government students as % of all students (d)	66.0	63.1	66.7	65.0	63.9	70.7	56.9	73.9	65.2
2012									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	6.3	1.8	8.7	8.2	5.4	8.4	3.3	44.5	6.4
Students with disabilities (b)	6.3	6.2	5.3	4.8	9.2	5.6	5.2	5.3	6.1
Seniority profile (c)	11.5	12.2	12.7	12.4	13.9	13.0	16.4	9.7	12.3
Government students as % of all students (d)	65.7	62.9	66.6	65.4	63.8	70.5	57.3	73.6	65.1

(a) Refer to footnotes for table 4A.30. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.31.

(c) Proportion of students in years 11 and 12.

(d) Proportion relates to full time students only and does not include the impact of part time enrolments.

na Not available.

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

TABLE 4A.33

Table 4A.33 **Student body mix, non-government schools (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>
2008									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	1.4	0.3	2.7	3.0	1.1	2.9	1.1	30.2	1.8
Students with disabilities (b)	3.5	2.8	2.0	2.0	3.1	1.9	1.7	2.8	2.8
Seniority profile (c)	14.5	16.2	16.8	16.4	16.2	13.6	14.0	9.6	15.6
Non-government students as % of all students	33.7	36.2	32.1	34.0	35.4	28.6	42.5	25.3	34.1
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	1.6	0.4	2.9	2.9	1.1	3.1	1.0	29.0	1.9
Students with disabilities (b)	3.6	2.9	2.2	2.2	3.2	2.0	1.7	3.2	2.9
Seniority profile (c)	14.4	16.1	16.8	16.8	16.5	13.7	14.0	8.9	15.7
Non-government students as % of all students (d)	33.8	36.4	32.5	34.4	35.8	28.9	42.6	26.0	34.3
2010									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	1.7	0.4	3.1	2.9	1.1	3.4	1.1	28.7	2.0
Students with disabilities (b)	3.9	3.0	2.4	2.3	3.5	2.4	1.8	3.5	3.1
Seniority profile (c)	14.5	16.1	17.0	17.1	16.3	13.3	14.1	9.6	15.7
Non-government students as % of all students (d)	33.8	36.7	33.0	34.7	36.0	29.1	42.8	26.1	34.5
2011									
LBOTE (a)	28.2	29.0	15.3	23.1	19.2	10.4	19.6	30.8	24.1
Indigenous students	1.9	0.5	3.1	2.9	1.2	3.6	1.1	28.8	2.0
Students with disabilities (b)	4.1	3.3	2.5	2.5	3.6	2.8	2.0	3.9	3.3
Seniority profile (c)	14.6	16.0	17.0	16.9	16.6	13.5	14.2	9.7	15.8
Non-government students as % of all students (d)	34.0	36.9	33.3	35.0	36.1	29.3	43.1	26.1	34.8
2012									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	2.0	0.5	3.2	2.9	1.2	3.9	1.2	28.9	2.1
Students with disabilities (b)	4.2	3.5	2.7	2.5	3.7	3.0	2.3	4.3	3.4
Seniority profile (c)	14.6	15.9	16.8	16.8	16.9	13.3	14.1	10.6	15.7
Non-government students as % of all students (d)	34.3	37.1	33.4	34.6	36.2	29.5	42.7	26.4	34.9

(a) Refer to footnotes for table 4A.30. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.31.

(c) Proportion of students in years 11 and 12.

(d) Proportion relates to full time students only and does not include the impact of part time enrolments.

na Not available.

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

TABLE 4A.34

Table 4A.34 **Student body mix, all schools (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>
2008									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	4.0	1.1	6.3	6.5	3.4	6.1	2.0	40.7	4.4
Students with disabilities (b)	5.1	4.5	3.6	3.0	7.0	4.2	3.7	10.1	4.6
Seniority profile (c)	12.0	13.4	13.5	13.6	13.3	11.6	15.3	9.8	12.9
2009									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	4.2	1.1	6.4	6.4	3.6	6.7	2.1	39.5	4.5
Students with disabilities (b)	5.1	4.8	3.9	3.1	7.1	4.4	3.7	11.8	4.8
Seniority profile (c)	12.1	13.5	13.9	14.0	14.0	11.8	15.4	9.5	13.2
2010									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	4.4	1.2	6.6	6.4	3.7	6.7	2.2	40.6	4.6
Students with disabilities (b)	5.4	5.0	4.1	3.2	7.2	4.5	3.8	8.4	4.9
Seniority profile (c)	12.4	13.7	14.2	14.2	14.3	12.4	15.5	9.7	13.4
2011									
LBOTE (a)	26.3	25.7	13.9	19.6	16.1	6.9	21.9	33.6	21.7
Indigenous students	4.6	1.2	6.7	6.4	3.8	6.9	2.3	40.8	4.8
Students with disabilities (b)	5.6	5.0	4.3	3.4	7.2	4.7	3.9	7.6	5.1
Seniority profile (c)	12.6	13.7	14.2	14.2	14.7	12.8	15.5	9.8	13.5
2012									
LBOTE (a)	na	na	na	na	na	na	na	na	na
Indigenous students	4.8	1.3	6.9	6.4	3.9	7.0	2.4	40.4	4.9
Students with disabilities (b)	5.6	5.2	4.5	4.0	7.2	4.8	3.9	5.0	5.1
Seniority profile (c)	12.6	13.6	14.1	13.9	15.0	13.1	15.4	9.9	13.5

(a) Refer to footnotes for table 4A.30. LBOTE data only available for 2011 in this table.

(b) Refer to footnotes for table 4A.31.

(c) Proportion of students in years 11 and 12.

na Not available.

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

TABLE 4A.35

Table 4A.35 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2012 (per cent) (a), (b), (c), (d)**

	<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>
Metropolitan zone									
Primary									
Government schools	75.5	75.0	67.0	69.8	68.0	41.0	99.7	..	70.8
Non-government schools	78.0	78.2	74.0	76.3	79.0	54.2	100.0	..	76.3
All schools	76.0	76.0	69.0	71.8	72.0	44.3	99.8	..	72.5
Secondary									
Government schools	73.3	74.0	67.0	70.7	69.0	43.3	100.0	..	70.5
Non-government schools	81.0	78.0	77.0	81.7	82.3	55.2	100.0	..	78.7
All schools	76.2	75.8	70.8	75.3	74.2	47.1	100.0	..	73.8
All school levels									
Government schools	75.0	75.0	67.0	70.0	68.0	41.9	99.8	..	70.7
Non-government schools	79.0	78.3	75.0	79.0	80.2	54.7	100.0	..	77.0
All schools	76.0	76.0	69.7	73.0	72.7	45.6	99.9	..	73.0
Provincial zone									
Primary									
Government schools	23.9	24.9	29.1	20.9	26.9	57.7	0.3	50.6	25.9
Non-government schools	21.9	21.8	24.4	20.0	20.0	44.9	–	55.3	22.2
All schools	23.3	23.9	27.7	20.5	24.4	54.3	0.2	51.6	24.8
Secondary									
Government schools	26.1	25.9	30.4	22.5	26.7	55.8	–	60.9	27.5
Non-government schools	19.0	21.6	23.0	16.5	17.0	44.8	–	61.8	20.7
All schools	23.5	24.1	27.5	20.0	22.7	52.3	–	61.2	24.7
All school levels									
Government schools	24.8	25.3	29.5	21.4	26.8	56.9	0.2	54.3	26.5
Non-government schools	20.6	21.7	23.8	18.3	18.3	44.9	–	58.5	21.5
All schools	23.4	24.0	27.6	20.3	23.8	53.4	0.1	55.4	24.8
Remote zone									
Remote areas									
Primary									
Government schools	0.5	0.1	2.0	5.9	3.7	1.0	..	16.7	1.9
Non-government schools	0.5	–	1.0	2.0	1.6	0.9	..	28.5	1.0
All schools	0.5	0.1	1.9	4.8	3.0	1.0	..	19.3	1.6
Secondary									
Government schools	0.5	0.1	1.5	5.0	3.3	0.6	..	16.0	1.3
Non-government schools	–	–	0.4	1.5	1.0	–	..	29.4	0.5
All schools	0.3	0.1	1.0	3.3	2.5	0.4	..	20.7	1.0
All school levels									
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

TABLE 4A.35

Table 4A.35 **Proportion of students enrolled in schools in metropolitan, provincial, remote and very remote zones, 2012 (per cent) (a), (b), (c), (d)**

	<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>
All schools	0.4	0.1	1.6	4.3	2.8	0.7	..	20.0	1.4
Very remote areas									
Primary									
Government schools	0.1	..	1.8	3.4	1.4	0.5	..	33.0	1.4
Non-government schools	0.1	..	0.6	1.8	0.1	–	..	16.2	0.5
All schools	0.1	..	1.4	2.9	0.9	0.4	..	29.0	1.0
Secondary									
Government schools	0.1	..	1.0	2.0	1.0	0.3	..	22.7	0.8
Non-government schools	–	..	–	0.3	–	–	..	9.0	0.1
All schools	0.1	..	0.7	1.4	0.6	0.2	..	18.2	0.5
All school levels									
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
All schools	0.1	..	1.0	2.4	0.8	0.3	..	24.7	0.9

(a) Geographic categorisation is based on the agreed MCEECDYA Geographic Location Classification. See section 4.6 of the School education chapter for definitions.

(b) Calculated as the number of students enrolled in particular type of school (such as government primary school) in a particular geographic classification (such as metropolitan zone), divided by the total number of students enrolled in that type of school.

(c) Full Time Equivalent students.

(d) There is no metropolitan zone in NT, no remote or very remote areas in ACT and no very remote area in Victoria.

.. Not applicable. – Nil or rounded to zero.

Source: Department of Education (unpublished).

TABLE 4A.36

Table 4A.36 **Proportion of students who achieved at or above the national minimum standard for reading, 2012 (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>
Year 3									
Average age (d)	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 8 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
Years of schooling (d)	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>
All students	94.8 ± 0.3	95.2 ± 0.4	92.7 ± 0.5	91.8 ± 0.7	92.6 ± 0.9	92.9 ± 1.2	96.0 ± 0.9	68.9 ± 6.3	93.6 ± 0.2
Indigenous students (e)	83.0 ± 1.5	84.9 ± 2.8	77.7 ± 2.1	64.1 ± 3.1	72.5 ± 4.9	85.2 ± 4.1	85.7 ± 7.8	39.6 ± 6.6	74.2 ± 1.6
Non-Indigenous students	95.4 ± 0.3	95.5 ± 0.4	93.9 ± 0.4	93.8 ± 0.6	93.5 ± 0.8	93.4 ± 1.2	96.3 ± 0.8	90.8 ± 2.4	94.7 ± 0.2
LBOTE students (f)	94.5 ± 0.5	93.7 ± 0.6	88.5 ± 2.0	90.3 ± 1.5	88.8 ± 2.5	91.9 ± 4.6	94.0 ± 2.0	46.1 ± 7.9	91.9 ± 0.5
Male students	93.2 ± 0.4	93.6 ± 0.5	90.7 ± 0.6	90.0 ± 0.9	90.5 ± 1.1	90.6 ± 1.7	94.8 ± 1.3	65.0 ± 6.6	91.9 ± 0.3
Female students	96.5 ± 0.3	96.8 ± 0.3	94.8 ± 0.4	93.7 ± 0.8	94.8 ± 0.8	95.3 ± 1.1	97.3 ± 0.9	72.7 ± 6.4	95.5 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 3 m</i>	<i>10 y 5 m</i>	<i>10 y 7 m</i>	<i>10 y 11 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling (d)	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>
All students	92.9 ± 0.4	94.1 ± 0.4	89.1 ± 0.8	89.6 ± 0.8	90.7 ± 0.9	90.7 ± 1.3	94.9 ± 1.3	61.3 ± 7.2	91.6 ± 0.3
Indigenous students (e)	77.6 ± 1.8	81.4 ± 2.8	65.5 ± 3.1	53.6 ± 3.9	63.8 ± 4.8	80.7 ± 4.3	80.4 ± 8.1	27.4 ± 6.2	64.7 ± 1.9
Non-Indigenous students	93.7 ± 0.3	94.4 ± 0.4	90.9 ± 0.6	92.4 ± 0.6	91.8 ± 0.9	91.4 ± 1.3	95.3 ± 1.2	89.0 ± 2.6	93.1 ± 0.2
LBOTE students (f)	92.0 ± 0.7	92.3 ± 0.7	81.1 ± 3.1	86.9 ± 1.9	84.9 ± 2.5	87.7 ± 5.6	91.9 ± 2.3	33.5 ± 7.8	89.0 ± 0.6
Male students	90.9 ± 0.5	92.2 ± 0.6	86.6 ± 1.0	87.4 ± 1.0	88.1 ± 1.3	88.1 ± 1.9	93.5 ± 1.8	57.8 ± 7.5	89.5 ± 0.4
Female students	95.1 ± 0.3	96.0 ± 0.3	92.0 ± 0.7	91.9 ± 0.9	93.4 ± 0.8	93.3 ± 1.2	96.4 ± 1.2	65.0 ± 7.2	93.9 ± 0.2
Year 7									
Average age (d)	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 1 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 11 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 6 m</i>
Years of schooling (d)	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>6 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 2 m</i>
All students	94.7 ± 0.4	95.5 ± 0.5	93.3 ± 0.5	93.7 ± 0.7	93.7 ± 0.7	93.9 ± 1.2	95.7 ± 1.5	69.0 ± 8.9	94.1 ± 0.2
Indigenous students (e)	82.7 ± 1.7	87.8 ± 2.7	77.4 ± 2.5	69.1 ± 3.4	77.4 ± 4.4	89.2 ± 3.5	84.1 ± 7.9	39.1 ± 9.7	75.4 ± 1.6
Non-Indigenous students	95.3 ± 0.4	95.7 ± 0.5	94.5 ± 0.4	95.4 ± 0.5	94.4 ± 0.7	94.5 ± 1.2	96.0 ± 1.4	90.8 ± 3.3	95.1 ± 0.2

TABLE 4A.36

Table 4A.36 **Proportion of students who achieved at or above the national minimum standard for reading, 2012 (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>
LBOTE students (f)	93.8 ± 0.8	93.6 ± 0.9	85.9 ± 2.5	90.9 ± 1.5	89.4 ± 2.0	85.0 ± 9.0	93.4 ± 3.0	43.2 ± 11.7	91.4 ± 0.7
Male students	93.2 ± 0.6	94.1 ± 0.7	91.5 ± 0.6	91.9 ± 0.9	92.1 ± 1.0	92.1 ± 1.7	94.3 ± 2.1	66.4 ± 8.9	92.5 ± 0.3
Female students	96.3 ± 0.4	96.9 ± 0.4	95.1 ± 0.5	95.6 ± 0.6	95.4 ± 0.7	95.7 ± 1.1	97.1 ± 1.4	71.8 ± 9.2	95.8 ± 0.2
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 4 m	14 y 7 m	14 y 10 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	91.9 ± 0.6	93.0 ± 0.6	90.5 ± 0.8	90.7 ± 1.2	90.8 ± 1.4	89.9 ± 2.0	94.7 ± 1.7	65.3 ± 8.7	91.4 ± 0.4
Indigenous students (e)	74.2 ± 2.2	80.7 ± 3.9	69.8 ± 3.3	57.7 ± 4.6	66.6 ± 5.9	78.9 ± 5.6	82.4 ± 9.9	29.1 ± 8.9	67.2 ± 1.9
Non-Indigenous students	92.8 ± 0.6	93.3 ± 0.6	92.0 ± 0.7	92.8 ± 1.0	91.8 ± 1.3	91.1 ± 1.7	94.9 ± 1.6	87.7 ± 5.2	92.7 ± 0.3
LBOTE students (f)	90.1 ± 1.3	89.8 ± 1.4	80.4 ± 4.4	86.8 ± 2.4	83.4 ± 4.0	75.7 ± 10.3	92.3 ± 3.0	37.7 ± 13.2	87.6 ± 0.9
Male students	90.1 ± 0.8	91.2 ± 0.9	88.1 ± 1.1	88.6 ± 1.6	89.1 ± 1.7	87.4 ± 2.6	93.1 ± 2.4	61.8 ± 8.6	89.4 ± 0.5
Female students	93.9 ± 0.6	94.8 ± 0.6	93.0 ± 0.8	92.9 ± 1.1	92.6 ± 1.4	92.4 ± 1.7	96.3 ± 1.3	69.3 ± 9.4	93.5 ± 0.3

LBOTE = Language Background Other Than English.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2011 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.37

Table 4A.37 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, 2012 (per cent) (a), (b), (c), (d), (e), (f)

	<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									
Indigenous students									
Metropolitan	86.9 ± 1.8	86.2 ± 3.7	81.7 ± 2.7	72.7 ± 4.3	79.6 ± 5.3	81.8 ± 8.5	86.2 ± 7.7	..	82.6 ± 1.4
Provincial	81.3 ± 2.2	83.7 ± 3.9	80.5 ± 3.2	70.8 ± 5.8	71.9 ± 7.1	87.5 ± 4.8	np	74.4 ± 8.0	79.9 ± 1.5
Remote	67.7 ± 12.4	np	66.6 ± 8.9	57.9 ± 10.1	np	np	..	54.2 ± 10.4	61.2 ± 5.1
Very remote	65.9 ± 23.1	..	58.5 ± 7.1	49.3 ± 8.1	43.5 ± 13.8	np	..	22.1 ± 5.6	39.9 ± 5.3
Total	83.0 ± 1.5	84.9 ± 2.8	77.7 ± 2.1	64.1 ± 3.1	72.5 ± 4.9	85.2 ± 4.1	85.7 ± 7.8	39.6 ± 6.6	74.2 ± 1.6
Non-Indigenous students									
Metropolitan	95.7 ± 0.3	95.7 ± 0.4	94.4 ± 0.5	94.4 ± 0.6	93.9 ± 0.9	93.3 ± 1.9	96.3 ± 0.8	..	95.2 ± 0.2
Provincial	94.2 ± 0.6	94.8 ± 0.6	92.6 ± 0.7	92.2 ± 1.3	92.0 ± 1.4	93.4 ± 1.6	np	89.9 ± 3.0	93.5 ± 0.3
Remote	93.6 ± 3.8	95.2 ± 8.1	90.3 ± 2.6	90.7 ± 2.9	93.6 ± 2.9	97.8 ± 6.0	..	92.6 ± 4.0	91.6 ± 1.6
Very remote	91.3 ± 10.2	..	89.0 ± 4.8	89.4 ± 3.7	90.7 ± 6.3	np	..	95.8 ± 3.9	90.4 ± 2.4
Total	95.4 ± 0.3	95.5 ± 0.4	93.9 ± 0.4	93.8 ± 0.6	93.5 ± 0.8	93.4 ± 1.2	96.3 ± 0.8	90.8 ± 2.4	94.7 ± 0.2
All students									
Metropolitan	95.5 ± 0.3	95.4 ± 0.4	93.8 ± 0.5	93.6 ± 0.7	93.5 ± 1.0	92.8 ± 2.0	96.0 ± 0.9	..	94.8 ± 0.2
Provincial	92.7 ± 0.7	94.3 ± 0.7	91.5 ± 0.8	90.5 ± 1.4	91.0 ± 1.6	92.9 ± 1.6	np	87.0 ± 3.7	92.3 ± 0.4
Remote	83.8 ± 7.5	95.3 ± 7.9	84.9 ± 4.2	83.5 ± 4.5	92.5 ± 3.4	95.7 ± 6.8	..	76.4 ± 9.4	84.3 ± 2.6
Very remote	79.8 ± 19.1	..	71.4 ± 6.3	67.3 ± 7.6	69.3 ± 11.4	np	..	31.9 ± 10.2	57.6 ± 5.5
Total	94.8 ± 0.3	95.2 ± 0.4	92.7 ± 0.5	91.8 ± 0.7	92.6 ± 0.9	92.9 ± 1.2	96.0 ± 0.9	68.9 ± 6.3	93.6 ± 0.2
Year 5									
Indigenous students									
Metropolitan	81.8 ± 2.5	83.1 ± 3.6	70.9 ± 3.8	66.4 ± 5.2	71.9 ± 5.6	80.2 ± 7.0	80.2 ± 8.5	..	76.0 ± 1.7
Provincial	75.4 ± 2.7	79.7 ± 4.5	72.0 ± 4.5	61.6 ± 5.8	63.8 ± 7.1	81.0 ± 5.9	np	63.6 ± 7.4	72.7 ± 1.8
Remote	64.6 ± 10.0	np	44.7 ± 11.5	49.5 ± 9.1	np	np	..	44.8 ± 9.4	50.5 ± 5.2

TABLE 4A.37

Table 4A.37 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, 2012 (per cent) (a), (b), (c), (d), (e), (f)

	<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>
Very remote	51.6 ± 13.9	..	36.0 ± 7.7	28.4 ± 6.6	24.7 ± 14.1	np	..	8.6 ± 3.5	20.3 ± 3.9
Total	77.6 ± 1.8	81.4 ± 2.8	65.5 ± 3.1	53.6 ± 3.9	63.8 ± 4.8	80.7 ± 4.3	80.4 ± 8.1	27.4 ± 6.2	64.7 ± 1.9
Non-Indigenous students									
Metropolitan	94.0 ± 0.4	94.7 ± 0.5	91.7 ± 0.7	93.0 ± 0.7	92.2 ± 1.1	91.3 ± 2.1	95.3 ± 1.2	..	93.6 ± 0.3
Provincial	92.7 ± 0.6	93.5 ± 0.7	89.3 ± 1.1	90.9 ± 1.2	91.1 ± 1.4	91.5 ± 1.5	np	87.8 ± 3.2	91.9 ± 0.4
Remote	88.6 ± 5.5	97.4 ± 6.1	86.2 ± 3.3	90.6 ± 2.1	89.4 ± 4.2	92.1 ± 10.0	..	92.0 ± 3.6	89.7 ± 1.5
Very remote	88.9 ± 8.7	..	85.2 ± 6.3	85.4 ± 5.0	82.4 ± 11.4	np	..	94.1 ± 6.7	86.5 ± 3.4
Total	93.7 ± 0.3	94.4 ± 0.4	90.9 ± 0.6	92.4 ± 0.6	91.8 ± 0.9	91.4 ± 1.3	95.3 ± 1.2	89.0 ± 2.6	93.1 ± 0.2
All students									
Metropolitan	93.7 ± 0.4	94.4 ± 0.5	90.7 ± 0.8	92.0 ± 0.8	91.6 ± 1.1	90.5 ± 2.3	94.9 ± 1.3	..	93.1 ± 0.3
Provincial	91.0 ± 0.8	93.0 ± 0.7	87.7 ± 1.2	88.5 ± 1.6	89.9 ± 1.6	90.8 ± 1.6	np	83.0 ± 4.0	90.4 ± 0.5
Remote	79.0 ± 7.7	97.4 ± 6.1	75.8 ± 6.4	80.6 ± 4.8	88.2 ± 4.5	92.2 ± 11.1	..	71.8 ± 9.8	79.6 ± 2.9
Very remote	71.1 ± 14.6	..	56.8 ± 8.6	53.3 ± 8.8	54.2 ± 16.1	np	..	17.8 ± 10.6	41.8 ± 6.3
Total	92.9 ± 0.4	94.1 ± 0.4	89.1 ± 0.8	89.6 ± 0.8	90.7 ± 0.9	90.7 ± 1.3	94.9 ± 1.3	61.3 ± 7.2	91.6 ± 0.3
Year 7									
Indigenous students									
Metropolitan	85.4 ± 2.1	89.4 ± 4.1	83.0 ± 2.5	79.0 ± 3.7	82.8 ± 4.4	88.4 ± 6.3	84.1 ± 7.9	..	84.0 ± 1.5
Provincial	81.3 ± 2.4	86.3 ± 4.0	80.4 ± 4.0	73.9 ± 5.7	78.7 ± 6.3	89.7 ± 4.4	..	76.1 ± 7.0	80.8 ± 1.7
Remote	72.3 ± 11.7	np	65.1 ± 12.1	70.5 ± 7.9	83.7 ± 14.1	np	..	52.7 ± 14.8	65.4 ± 6.3
Very remote	61.3 ± 24.3	..	52.8 ± 7.4	48.9 ± 7.6	44.1 ± 19.4	np	..	18.1 ± 6.6	37.6 ± 5.4
Total	82.7 ± 1.7	87.8 ± 2.7	77.4 ± 2.5	69.1 ± 3.4	77.4 ± 4.4	89.2 ± 3.5	84.1 ± 7.9	39.1 ± 9.7	75.4 ± 1.6
Non-Indigenous students									
Metropolitan	95.5 ± 0.5	95.9 ± 0.6	94.8 ± 0.5	95.6 ± 0.6	94.7 ± 0.8	94.8 ± 2.0	96.0 ± 1.4	..	95.4 ± 0.3
Provincial	94.8 ± 0.6	95.4 ± 0.9	93.7 ± 0.6	95.0 ± 0.8	93.6 ± 1.2	94.3 ± 1.5	..	90.4 ± 4.4	94.5 ± 0.4

TABLE 4A.37

Table 4A.37 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, 2012 (per cent) (a), (b), (c), (d), (e), (f)

	<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	93.1 ± 4.7	97.3 ± 4.2	92.7 ± 2.2	95.0 ± 1.8	92.0 ± 4.0	np	..	92.1 ± 3.5	93.4 ± 1.2
Very remote	np	..	92.0 ± 5.1	93.4 ± 2.9	96.5 ± 4.2	np	..	91.6 ± 7.1	92.7 ± 2.8
Total	95.3 ± 0.4	95.7 ± 0.5	94.5 ± 0.4	95.4 ± 0.5	94.4 ± 0.7	94.5 ± 1.2	96.0 ± 1.4	90.8 ± 3.3	95.1 ± 0.2
All students									
Metropolitan	95.2 ± 0.5	95.7 ± 0.6	94.3 ± 0.6	95.1 ± 0.7	94.3 ± 0.8	94.3 ± 2.2	95.7 ± 1.5	..	95.0 ± 0.3
Provincial	93.4 ± 0.7	94.9 ± 0.9	92.5 ± 0.8	93.3 ± 1.1	92.9 ± 1.3	93.7 ± 1.5	..	87.9 ± 4.6	93.4 ± 0.4
Remote	83.1 ± 6.8	97.4 ± 4.1	85.8 ± 4.7	89.0 ± 3.0	91.5 ± 4.2	90.9 ± 8.0	..	75.4 ± 12.0	86.1 ± 2.7
Very remote	69.6 ± 14.6	..	68.6 ± 7.8	67.9 ± 7.6	69.5 ± 18.0	np	..	26.3 ± 13.3	55.6 ± 6.3
Total	94.7 ± 0.4	95.5 ± 0.5	93.3 ± 0.5	93.7 ± 0.7	93.7 ± 0.7	93.9 ± 1.2	95.7 ± 1.5	69.0 ± 8.9	94.1 ± 0.2
Year 9									
Indigenous students									
Metropolitan	77.8 ± 2.6	81.5 ± 5.6	73.5 ± 4.3	64.8 ± 6.5	70.8 ± 7.5	76.5 ± 9.5	82.4 ± 9.9	..	74.6 ± 2.1
Provincial	72.8 ± 3.3	79.9 ± 4.7	71.0 ± 4.3	64.2 ± 6.4	66.2 ± 10.6	80.3 ± 6.6	..	52.3 ± 14.2	70.9 ± 2.4
Remote	51.0 ± 12.9	np	56.3 ± 14.7	54.4 ± 12.9	np	np	..	40.5 ± 15.6	50.9 ± 7.8
Very remote	np	..	38.9 ± 13.5	35.2 ± 12.5	43.2 ± 15.8	np	..	7.4 ± 2.9	24.4 ± 6.4
Total	74.2 ± 2.2	80.7 ± 3.9	69.8 ± 3.3	57.7 ± 4.6	66.6 ± 5.9	78.9 ± 5.6	82.4 ± 9.9	29.1 ± 8.9	67.2 ± 1.9
Non-Indigenous students									
Metropolitan	92.9 ± 0.7	93.4 ± 0.8	92.4 ± 0.9	93.1 ± 1.2	92.2 ± 1.6	92.0 ± 2.7	94.9 ± 1.6	..	92.9 ± 0.4
Provincial	92.6 ± 0.7	92.8 ± 1.0	91.3 ± 1.0	92.2 ± 1.6	90.5 ± 2.0	90.4 ± 2.2	..	86.7 ± 6.3	92.0 ± 0.5
Remote	81.3 ± 5.5	98.4 ± 3.9	88.4 ± 4.9	90.9 ± 3.9	93.4 ± 3.8	np	..	90.7 ± 8.0	90.5 ± 2.4
Very remote	96.3 ± 6.4	..	83.7 ± 6.2	89.6 ± 5.4	84.0 ± 9.7	np	..	94.0 ± 9.2	87.9 ± 4.3
Total	92.8 ± 0.6	93.3 ± 0.6	92.0 ± 0.7	92.8 ± 1.0	91.8 ± 1.3	91.1 ± 1.7	94.9 ± 1.6	87.7 ± 5.2	92.7 ± 0.3
All students									
Metropolitan	92.5 ± 0.7	93.2 ± 0.8	91.4 ± 1.0	92.1 ± 1.4	91.5 ± 1.7	90.9 ± 3.2	94.7 ± 1.7	..	92.4 ± 0.4

TABLE 4A.37

Table 4A.37 **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, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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>
Provincial	90.7 ± 1.0	92.3 ± 1.1	89.4 ± 1.2	89.9 ± 2.1	89.5 ± 2.4	89.2 ± 2.4	..	79.7 ± 6.8	90.3 ± 0.6
Remote	67.9 ± 8.8	97.6 ± 4.4	80.2 ± 7.4	81.9 ± 7.9	92.3 ± 4.6	79.4 ± 10.8	..	69.9 ± 15.9	80.4 ± 4.6
Very remote	71.4 ± 28.4	..	59.8 ± 13.2	59.1 ± 14.4	64.4 ± 13.4	np	..	19.3 ± 15.6	47.4 ± 8.7
Total	91.9 ± 0.6	93.0 ± 0.6	90.5 ± 0.8	90.7 ± 1.2	90.8 ± 1.4	89.9 ± 2.0	94.7 ± 1.7	65.3 ± 8.7	91.4 ± 0.4

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for years 2008-2011 were included in earlier Reports.
.. Not applicable. **np** Not published.

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

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2012 (per cent) (a), (b), (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>
Year 3									
Parental education (d)									
Bachelor degree or above	98.1 ± 0.3	97.7 ± 0.3	97.8 ± 0.3	97.5 ± 0.5	97.2 ± 0.9	97.6 ± 1.1	97.7 ± 0.8	94.5 ± 2.5	97.8 ± 0.2
Advanced diploma/diploma	96.6 ± 0.5	96.2 ± 0.5	95.2 ± 0.6	95.1 ± 0.8	95.3 ± 1.3	96.5 ± 1.6	94.1 ± 2.8	87.3 ± 4.8	95.9 ± 0.2
Certificate I to IV (e)	94.1 ± 0.4	94.5 ± 0.5	92.4 ± 0.6	92.4 ± 0.9	93.3 ± 1.1	93.2 ± 1.7	94.4 ± 1.9	80.6 ± 4.8	93.5 ± 0.3
Year 12 or equivalent	93.4 ± 0.8	93.9 ± 0.8	91.4 ± 0.9	91.3 ± 1.4	93.6 ± 1.1	89.0 ± 3.2	94.5 ± 2.7	86.3 ± 5.6	92.8 ± 0.4
Year 11 or equivalent or below	86.5 ± 1.0	88.3 ± 1.0	82.3 ± 1.3	81.5 ± 1.9	84.9 ± 1.9	84.8 ± 3.0	87.4 ± 7.0	52.6 ± 7.1	84.9 ± 0.6
Not stated (f)	90.8 ± 1.2	94.5 ± 1.4	89.2 ± 1.2	84.9 ± 2.1	88.7 ± 2.0	95.5 ± 2.5	96.6 ± 2.1	43.1 ± 12.3	87.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.2	98.3 ± 0.3	97.8 ± 0.3	97.5 ± 0.5	97.5 ± 0.6	97.1 ± 1.2	97.8 ± 1.0	89.8 ± 3.5	97.9 ± 0.2
Other business managers and associated professionals	97.3 ± 0.3	97.0 ± 0.4	96.0 ± 0.4	95.8 ± 0.8	96.1 ± 0.8	96.7 ± 1.3	97.7 ± 1.1	89.2 ± 4.9	96.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.4 ± 0.4	96.0 ± 0.4	93.4 ± 0.6	93.1 ± 1.2	94.5 ± 1.2	94.3 ± 1.7	95.6 ± 2.0	85.7 ± 4.4	94.7 ± 0.2
Machine operators, hospitality staff, assistants, labourers	92.1 ± 0.6	92.5 ± 0.8	88.6 ± 1.0	89.0 ± 1.4	89.7 ± 1.5	89.5 ± 2.4	92.5 ± 3.7	68.9 ± 7.5	90.8 ± 0.4
Not in paid work in previous 12 months	87.4 ± 1.0	87.1 ± 1.1	81.8 ± 1.9	80.5 ± 2.7	83.8 ± 3.0	81.0 ± 4.3	89.4 ± 4.6	51.1 ± 6.9	85.0 ± 0.7
Not stated (h)	88.9 ± 1.1	94.3 ± 1.5	88.7 ± 1.0	86.2 ± 1.5	86.8 ± 2.0	92.7 ± 3.0	94.3 ± 2.3	43.5 ± 10.7	87.4 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	97.4 ± 0.3	97.6 ± 0.3	96.4 ± 0.4	97.1 ± 0.5	97.5 ± 0.8	98.1 ± 0.7	97.6 ± 1.0	94.0 ± 2.6	97.3 ± 0.2
Advanced diploma/diploma	95.4 ± 0.5	95.1 ± 0.6	93.1 ± 0.9	94.5 ± 0.8	94.3 ± 1.4	94.5 ± 2.1	94.9 ± 2.2	88.7 ± 5.3	94.7 ± 0.3
Certificate I to IV (e)	92.4 ± 0.5	93.5 ± 0.6	88.7 ± 0.9	90.3 ± 0.9	92.0 ± 1.1	91.1 ± 1.7	91.8 ± 2.6	78.2 ± 4.6	91.6 ± 0.3

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2012 (per cent) (a), (b), (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>
Year 12 or equivalent	91.6 ± 0.8	92.7 ± 0.8	87.3 ± 1.4	89.7 ± 1.6	92.2 ± 1.2	86.8 ± 3.8	94.7 ± 3.1	86.4 ± 5.9	91.0 ± 0.5
Year 11 or equivalent or below	82.7 ± 1.1	86.2 ± 1.2	75.2 ± 1.9	77.1 ± 2.1	82.2 ± 2.1	80.0 ± 2.7	78.2 ± 8.0	39.1 ± 7.5	81.2 ± 0.7
Not stated (f)	89.6 ± 1.1	93.4 ± 1.5	85.2 ± 1.6	81.5 ± 2.0	85.3 ± 2.2	91.2 ± 3.8	94.7 ± 2.3	35.3 ± 13.2	84.9 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	97.8 ± 0.3	98.0 ± 0.3	96.6 ± 0.5	97.1 ± 0.7	97.1 ± 0.8	97.3 ± 1.1	97.9 ± 1.0	91.8 ± 3.0	97.5 ± 0.2
Other business managers and associated professionals	96.2 ± 0.3	96.7 ± 0.4	94.0 ± 0.7	95.0 ± 0.7	95.3 ± 0.8	95.5 ± 1.5	97.0 ± 1.3	87.4 ± 4.6	95.8 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	93.8 ± 0.5	94.8 ± 0.5	89.8 ± 0.9	91.9 ± 0.9	92.3 ± 1.2	92.1 ± 1.8	94.7 ± 2.2	81.2 ± 4.6	93.0 ± 0.3
Machine operators, hospitality staff, assistants, labourers	89.6 ± 0.8	90.6 ± 0.8	82.3 ± 1.7	85.3 ± 1.6	88.5 ± 1.6	86.3 ± 2.3	89.6 ± 3.8	65.1 ± 7.6	88.1 ± 0.5
Not in paid work in previous 12 months	82.9 ± 1.1	84.7 ± 1.3	74.3 ± 2.4	74.3 ± 3.3	81.9 ± 3.4	76.8 ± 3.9	89.0 ± 4.1	34.6 ± 8.6	81.0 ± 0.8
Not stated (h)	86.7 ± 0.9	93.9 ± 1.5	83.7 ± 1.5	82.0 ± 1.7	82.8 ± 2.1	87.1 ± 3.9	91.2 ± 2.7	35.4 ± 11.6	83.6 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	98.4 ± 0.3	98.2 ± 0.4	98.0 ± 0.3	98.1 ± 0.4	98.1 ± 0.7	98.6 ± 0.8	97.9 ± 1.1	93.9 ± 2.7	98.2 ± 0.2
Advanced diploma/diploma	97.0 ± 0.4	96.8 ± 0.5	96.0 ± 0.5	97.0 ± 0.6	96.7 ± 1.1	96.7 ± 1.6	95.8 ± 2.0	90.4 ± 4.2	96.6 ± 0.3
Certificate I to IV (e)	94.4 ± 0.5	95.2 ± 0.6	93.3 ± 0.5	94.8 ± 0.8	94.7 ± 0.9	94.9 ± 1.4	94.9 ± 2.2	86.2 ± 4.4	94.4 ± 0.3
Year 12 or equivalent	93.4 ± 0.9	94.9 ± 0.9	93.3 ± 0.8	93.6 ± 1.5	95.3 ± 0.9	92.5 ± 3.4	93.1 ± 4.3	82.5 ± 9.5	94.0 ± 0.4
Year 11 or equivalent or below	86.5 ± 1.1	89.3 ± 1.1	85.2 ± 1.5	86.1 ± 1.7	88.8 ± 1.5	87.9 ± 2.2	84.0 ± 6.0	53.5 ± 10.5	86.7 ± 0.6
Not stated (f)	91.8 ± 1.1	94.2 ± 1.5	90.2 ± 1.1	88.6 ± 1.5	90.3 ± 1.5	92.8 ± 3.8	93.2 ± 3.4	39.8 ± 16.6	89.6 ± 0.8
Parental occupation (g)									

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2012 (per cent) (a), (b), (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>
Senior management and qualified professionals	98.4 ± 0.3	98.6 ± 0.3	98.0 ± 0.3	98.0 ± 0.5	98.3 ± 0.6	98.6 ± 0.7	97.8 ± 1.2	93.1 ± 2.5	98.2 ± 0.2
Other business managers and associated professionals	97.6 ± 0.3	97.7 ± 0.3	97.0 ± 0.4	97.2 ± 0.7	96.9 ± 0.7	96.9 ± 1.1	97.2 ± 1.2	93.0 ± 3.6	97.4 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.4 ± 0.4	96.2 ± 0.5	93.9 ± 0.5	95.7 ± 0.8	95.5 ± 1.1	96.7 ± 1.3	95.5 ± 2.2	86.4 ± 4.7	95.3 ± 0.2
Machine operators, hospitality staff, assistants, labourers	91.9 ± 0.8	92.8 ± 0.8	89.3 ± 1.0	90.6 ± 1.5	91.7 ± 1.2	92.4 ± 1.7	90.9 ± 4.4	65.4 ± 9.8	91.3 ± 0.5
Not in paid work in previous 12 months	85.5 ± 1.3	86.1 ± 1.5	82.9 ± 2.1	83.9 ± 3.2	86.3 ± 2.3	80.3 ± 4.2	88.4 ± 8.6	39.0 ± 12.2	84.5 ± 0.8
Not stated (h)	89.8 ± 1.1	95.7 ± 1.1	89.7 ± 1.0	88.7 ± 1.3	88.9 ± 1.5	90.9 ± 2.9	91.3 ± 3.4	38.6 ± 12.8	89.0 ± 0.7
Year 9									
Parental education (d)									
Bachelor degree or above	97.8 ± 0.3	97.6 ± 0.4	97.4 ± 0.5	97.6 ± 0.6	97.2 ± 0.9	98.0 ± 1.2	97.7 ± 1.1	93.0 ± 4.0	97.6 ± 0.2
Advanced diploma/diploma	95.6 ± 0.6	95.1 ± 0.6	94.4 ± 0.8	94.7 ± 1.1	95.6 ± 1.3	95.8 ± 1.9	94.5 ± 2.2	89.1 ± 4.3	95.1 ± 0.3
Certificate I to IV (e)	91.6 ± 0.6	92.5 ± 0.7	91.0 ± 0.7	91.6 ± 1.2	92.4 ± 1.5	90.2 ± 2.2	92.3 ± 3.5	79.8 ± 5.3	91.6 ± 0.3
Year 12 or equivalent	90.5 ± 1.2	92.2 ± 1.1	89.3 ± 1.4	90.0 ± 2.1	92.4 ± 1.4	89.0 ± 3.9	95.0 ± 2.3	82.2 ± 9.5	90.9 ± 0.6
Year 11 or equivalent or below	81.1 ± 1.2	84.5 ± 1.3	79.9 ± 1.6	81.0 ± 2.5	84.1 ± 2.2	81.6 ± 3.2	85.8 ± 5.7	40.7 ± 11.6	81.6 ± 0.7
Not stated (f)	87.7 ± 1.1	91.4 ± 2.1	86.1 ± 1.9	84.7 ± 3.1	86.6 ± 2.8	85.9 ± 5.3	91.6 ± 3.4	42.4 ± 16.0	86.1 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	97.7 ± 0.3	98.2 ± 0.4	97.2 ± 0.5	97.1 ± 0.6	97.1 ± 0.8	97.5 ± 1.5	97.6 ± 0.9	92.5 ± 3.3	97.6 ± 0.2
Other business managers and associated professionals	96.3 ± 0.4	96.5 ± 0.4	95.0 ± 0.6	95.4 ± 0.8	95.9 ± 0.9	95.0 ± 1.5	96.2 ± 1.6	89.3 ± 4.8	95.9 ± 0.2

TABLE 4A.38

Table 4A.38 **Proportion of students who achieved at or above the national minimum standard for reading, by State and Territory, by parental education and parental occupation, 2012 (per cent) (a), (b), (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>
Tradespeople, clerks, skilled office, sales and service staff	93.2 ± 0.8	93.4 ± 0.7	91.1 ± 1.0	92.7 ± 1.1	92.7 ± 1.2	93.6 ± 1.8	95.0 ± 2.5	80.7 ± 5.7	92.6 ± 0.4
Machine operators, hospitality staff, assistants, labourers	87.9 ± 1.1	88.6 ± 1.0	84.5 ± 1.3	85.3 ± 2.4	87.2 ± 1.9	84.9 ± 3.1	89.6 ± 5.6	54.2 ± 10.6	87.0 ± 0.6
Not in paid work in previous 12 months	79.6 ± 2.0	80.9 ± 1.6	77.6 ± 3.2	74.6 ± 4.3	79.3 ± 3.7	76.2 ± 5.3	88.4 ± 6.2	33.9 ± 12.8	78.8 ± 1.1
Not stated (h)	85.4 ± 1.1	93.1 ± 2.0	85.5 ± 1.7	84.1 ± 2.8	84.9 ± 2.7	83.4 ± 3.5	90.1 ± 3.3	40.6 ± 13.1	85.0 ± 0.9

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.

(c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

(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.

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

(h) Parental occupation may not have been stated on enrolment forms.

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

TABLE 4A.39

Table 4A.39 Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)

	<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									
Indigenous students	356.7 ± 3.8	375.0 ± 6.4	339.8 ± 4.9	304.9 ± 6.5	334.4 ± 8.6	369.0 ± 11.3	372.6 ± 17.7	242.4 ± 20.8	333.3 ± 4.1
Non-Indigenous students	429.6 ± 1.9	432.8 ± 1.9	413.7 ± 2.3	415.1 ± 3.0	412.1 ± 3.5	420.8 ± 6.1	445.9 ± 5.8	400.2 ± 9.3	424.2 ± 1.0
All students	426.0 ± 2.0	432.0 ± 1.9	408.5 ± 2.4	407.6 ± 3.3	408.9 ± 3.6	419.1 ± 7.0	443.8 ± 5.8	332.2 ± 19.8	419.6 ± 1.1
Year 5									
Indigenous students	438.5 ± 3.7	450.2 ± 5.2	413.0 ± 5.6	386.6 ± 7.0	410.4 ± 7.9	452.8 ± 9.0	459.7 ± 17.7	310.2 ± 26.1	409.0 ± 5.5
Non-Indigenous students	502.8 ± 1.9	504.9 ± 1.7	485.3 ± 2.2	490.2 ± 2.7	486.8 ± 3.0	493.8 ± 5.1	520.3 ± 7.0	482.3 ± 8.1	498.0 ± 1.0
All students	499.8 ± 1.9	504.1 ± 1.7	480.3 ± 2.3	482.6 ± 3.0	483.9 ± 3.1	491.7 ± 5.4	519.0 ± 7.0	404.8 ± 23.2	493.6 ± 1.1
Year 7									
Indigenous students	489.9 ± 3.2	504.3 ± 5.5	478.0 ± 4.0	462.0 ± 5.2	478.4 ± 7.6	505.0 ± 7.9	507.4 ± 14.2	397.3 ± 22.7	474.8 ± 3.4
Non-Indigenous students	548.7 ± 2.9	549.1 ± 2.6	536.8 ± 1.9	543.3 ± 2.9	539.5 ± 2.8	542.8 ± 6.8	559.8 ± 8.3	530.8 ± 13.2	545.0 ± 1.3
All students	546.1 ± 2.9	548.3 ± 2.6	532.7 ± 2.0	537.8 ± 3.0	537.0 ± 2.9	540.6 ± 7.4	558.6 ± 8.3	474.3 ± 22.2	541.5 ± 1.3
Year 9									
Indigenous students	522.2 ± 3.3	539.2 ± 6.6	513.8 ± 4.6	494.8 ± 7.2	511.9 ± 8.0	536.8 ± 9.2	539.5 ± 12.5	433.5 ± 19.3	509.8 ± 3.2
Non-Indigenous students	580.7 ± 2.8	582.3 ± 3.0	570.6 ± 3.0	576.8 ± 4.3	572.1 ± 4.7	573.6 ± 7.1	598.5 ± 8.8	566.9 ± 14.1	578.0 ± 1.5
All students	577.9 ± 2.8	581.6 ± 3.0	566.8 ± 3.1	572.2 ± 4.7	570.1 ± 5.0	570.6 ± 7.4	597.0 ± 8.8	516.0 ± 20.2	574.8 ± 1.5

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2011). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

TABLE 4A.39

Table 4A.39 **Mean scale scores for reading, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)**

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

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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									
Indigenous students									
Metropolitan	372.0 ± 4.7	378.9 ± 9.1	350.7 ± 6.7	327.5 ± 8.8	351.1 ± 10.1	369.5 ± 22.8	375.2 ± 17.7	..	358.0 ± 3.5
Provincial	347.6 ± 5.6	371.6 ± 9.2	347.0 ± 6.6	314.6 ± 10.3	330.3 ± 13.8	370.0 ± 12.3	np	337.4 ± 19.3	346.4 ± 3.7
Remote	313.4 ± 23.3	np	312.2 ± 16.8	290.3 ± 17.3	np	np	..	283.2 ± 25.3	299.1 ± 10.3
Very remote	322.2 ± 47.7	..	287.0 ± 9.3	272.6 ± 13.4	272.3 ± 17.0	np	..	195.4 ± 22.1	243.7 ± 15.0
Total	356.7 ± 3.8	375.0 ± 6.4	339.8 ± 4.9	304.9 ± 6.5	334.4 ± 8.6	369.0 ± 11.3	372.6 ± 17.7	242.4 ± 20.8	333.3 ± 4.1
Non-Indigenous students									
Metropolitan	434.1 ± 2.3	436.6 ± 2.2	418.9 ± 2.9	421.5 ± 3.6	416.4 ± 4.3	426.2 ± 10.9	445.9 ± 5.8	..	429.4 ± 1.3
Provincial	413.6 ± 2.7	420.3 ± 2.6	401.3 ± 2.8	397.2 ± 5.0	400.6 ± 5.2	416.1 ± 6.7	np	397.1 ± 11.6	409.8 ± 1.4
Remote	402.6 ± 15.6	408.9 ± 27.3	386.2 ± 7.8	394.1 ± 9.5	398.8 ± 10.4	425.8 ± 21.2	..	410.9 ± 16.5	396.1 ± 5.2
Very remote	410.9 ± 23.6	..	389.4 ± 15.0	383.6 ± 11.0	383.2 ± 26.9	np	..	402.0 ± 13.0	389.6 ± 7.8
Total	429.6 ± 1.9	432.8 ± 1.9	413.7 ± 2.3	415.1 ± 3.0	412.1 ± 3.5	420.8 ± 6.1	445.9 ± 5.8	400.2 ± 9.3	424.2 ± 1.0
All students									
Metropolitan	432.4 ± 2.3	436.2 ± 2.3	415.7 ± 3.0	418.0 ± 3.7	414.3 ± 4.4	423.9 ± 11.2	443.9 ± 5.8	..	427.4 ± 1.3
Provincial	406.4 ± 2.9	418.8 ± 2.7	396.2 ± 3.0	390.8 ± 5.5	397.4 ± 5.5	415.3 ± 9.1	np	385.9 ± 13.0	404.8 ± 1.6
Remote	369.7 ± 20.9	408.2 ± 27.4	369.6 ± 11.4	371.6 ± 13.2	395.4 ± 11.9	416.6 ± 23.5	..	357.2 ± 29.5	372.8 ± 7.4
Very remote	370.8 ± 51.7	..	330.3 ± 17.4	322.7 ± 18.4	334.7 ± 25.8	np	..	222.8 ± 32.4	295.2 ± 16.2
Total	426.0 ± 2.0	432.0 ± 1.9	408.5 ± 2.4	407.6 ± 3.3	408.9 ± 3.6	419.1 ± 7.0	443.8 ± 5.8	332.2 ± 19.8	419.6 ± 1.1
Year 5									
Indigenous students									
Metropolitan	449.9 ± 4.6	456.6 ± 7.6	423.5 ± 6.4	411.0 ± 8.6	428.0 ± 9.6	449.0 ± 15.3	462.5 ± 17.9	..	436.6 ± 3.1
Provincial	432.2 ± 5.8	443.7 ± 7.1	424.6 ± 8.3	402.9 ± 9.0	407.1 ± 11.4	454.6 ± 11.3	np	415.2 ± 15.9	427.5 ± 3.7
Remote	407.2 ± 12.8	np	374.1 ± 17.5	377.2 ± 18.0	np	np	..	370.1 ± 17.8	381.2 ± 9.4

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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>
Very remote	381.6 ± 14.0	..	358.4 ± 13.5	338.9 ± 13.5	336.5 ± 29.7	np	..	254.8 ± 28.1	301.5 ± 19.9
Total	438.5 ± 3.7	450.2 ± 5.2	413.0 ± 5.6	386.6 ± 7.0	410.4 ± 7.9	452.8 ± 9.0	459.7 ± 17.7	310.2 ± 26.1	409.0 ± 5.5
Non-Indigenous students									
Metropolitan	506.2 ± 2.3	508.1 ± 2.1	489.6 ± 2.8	494.9 ± 3.3	491.3 ± 3.7	497.7 ± 8.8	520.3 ± 7.0	..	502.2 ± 1.2
Provincial	491.9 ± 2.3	495.0 ± 2.4	475.5 ± 2.7	478.1 ± 4.1	476.1 ± 4.2	490.8 ± 5.9	np	476.1 ± 9.4	487.0 ± 1.3
Remote	477.8 ± 19.2	497.4 ± 22.5	460.0 ± 7.3	475.8 ± 6.9	470.5 ± 9.3	485.3 ± 26.5	..	501.8 ± 14.2	475.8 ± 4.9
Very remote	469.2 ± 22.9	..	462.5 ± 14.7	460.5 ± 11.2	459.3 ± 24.7	np	..	494.5 ± 21.5	466.7 ± 8.8
Total	502.8 ± 1.9	504.9 ± 1.7	485.3 ± 2.2	490.2 ± 2.7	486.8 ± 3.0	493.8 ± 5.1	520.3 ± 7.0	482.3 ± 8.1	498.0 ± 1.0
All students									
Metropolitan	504.7 ± 2.3	507.6 ± 2.1	486.6 ± 2.9	491.4 ± 3.4	489.4 ± 3.8	494.8 ± 9.2	519.1 ± 7.0	..	500.3 ± 1.2
Provincial	485.9 ± 2.5	493.5 ± 2.5	470.9 ± 3.0	472.2 ± 4.7	473.4 ± 4.6	489.2 ± 6.5	np	464.3 ± 11.4	482.6 ± 1.4
Remote	449.6 ± 17.7	497.4 ± 22.5	438.8 ± 12.0	452.3 ± 12.0	467.4 ± 10.6	485.6 ± 25.2	..	445.9 ± 25.9	451.8 ± 7.0
Very remote	430.1 ± 30.9	..	402.2 ± 17.8	392.2 ± 18.3	401.0 ± 35.4	np	..	280.9 ± 40.1	355.4 ± 21.0
Total	499.8 ± 1.9	504.1 ± 1.7	480.3 ± 2.3	482.6 ± 3.0	483.9 ± 3.1	491.7 ± 5.4	519.0 ± 7.0	404.8 ± 23.2	493.6 ± 1.1
Year 7									
Indigenous students									
Metropolitan	497.6 ± 4.4	509.1 ± 7.2	489.4 ± 4.9	480.8 ± 5.7	491.7 ± 8.8	502.1 ± 14.9	507.4 ± 14.2	..	493.7 ± 2.7
Provincial	486.3 ± 4.6	499.8 ± 7.2	482.9 ± 5.7	470.1 ± 7.8	477.8 ± 10.3	507.3 ± 8.1	..	476.1 ± 12.4	485.2 ± 2.9
Remote	453.7 ± 12.0	np	451.3 ± 13.9	461.8 ± 13.3	467.1 ± 21.1	np	..	431.5 ± 29.7	450.7 ± 10.2
Very remote	437.0 ± 27.1	..	433.0 ± 8.6	427.4 ± 8.9	424.1 ± 27.9	np	..	351.6 ± 22.1	398.4 ± 13.5
Total	489.9 ± 3.2	504.3 ± 5.5	478.0 ± 4.0	462.0 ± 5.2	478.4 ± 7.6	505.0 ± 7.9	507.4 ± 14.2	397.3 ± 22.7	474.8 ± 3.4
Non-Indigenous students									
Metropolitan	551.6 ± 3.7	552.0 ± 3.2	539.7 ± 2.4	546.7 ± 3.6	542.7 ± 3.5	549.8 ± 11.5	559.8 ± 8.3	..	548.3 ± 1.6
Provincial	539.5 ± 3.2	539.9 ± 3.3	530.5 ± 2.2	534.2 ± 3.5	531.5 ± 3.4	538.0 ± 7.9	..	528.6 ± 16.6	536.2 ± 1.5

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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	509.9 ± 9.8	548.7 ± 25.6	518.1 ± 5.8	532.5 ± 6.6	529.7 ± 11.0	np	..	539.5 ± 18.8	527.8 ± 4.7
Very remote	np	..	517.5 ± 12.0	522.4 ± 10.7	516.4 ± 13.3	np	..	527.9 ± 18.9	519.6 ± 6.5
Total	548.7 ± 2.9	549.1 ± 2.6	536.8 ± 1.9	543.3 ± 2.9	539.5 ± 2.8	542.8 ± 6.8	559.8 ± 8.3	530.8 ± 13.2	545.0 ± 1.3
All students									
Metropolitan	550.3 ± 3.7	551.5 ± 3.2	537.4 ± 2.5	544.3 ± 3.7	541.0 ± 3.6	547.6 ± 12.9	558.6 ± 8.3	..	546.8 ± 1.7
Provincial	534.2 ± 3.5	538.5 ± 3.4	526.3 ± 2.4	529.2 ± 4.0	529.1 ± 3.7	535.6 ± 8.2	..	519.0 ± 16.6	532.3 ± 1.6
Remote	483.7 ± 12.3	549.0 ± 25.1	501.5 ± 9.5	515.5 ± 8.3	525.8 ± 12.1	513.9 ± 7.8	..	494.2 ± 34.8	507.9 ± 7.1
Very remote	459.0 ± 24.3	..	467.1 ± 14.3	467.9 ± 14.0	470.0 ± 30.1	np	..	371.2 ± 34.2	438.2 ± 14.5
Total	546.1 ± 2.9	548.3 ± 2.6	532.7 ± 2.0	537.8 ± 3.0	537.0 ± 2.9	540.6 ± 7.4	558.6 ± 8.3	474.3 ± 22.2	541.5 ± 1.3
Year 9									
Indigenous students									
Metropolitan	529.1 ± 4.3	543.4 ± 9.8	519.9 ± 6.5	509.1 ± 9.3	518.6 ± 10.0	529.5 ± 15.3	539.5 ± 12.5	..	524.0 ± 3.4
Provincial	519.1 ± 4.5	534.8 ± 8.0	514.7 ± 6.2	504.6 ± 9.4	513.5 ± 15.6	540.6 ± 10.8	..	481.1 ± 25.8	516.4 ± 3.8
Remote	481.4 ± 13.9	np	491.8 ± 22.0	488.5 ± 19.1	np	np	..	464.3 ± 31.8	482.1 ± 13.0
Very remote	np	..	468.8 ± 14.3	455.1 ± 19.0	471.0 ± 23.6	np	..	386.7 ± 13.4	428.8 ± 14.3
Total	522.2 ± 3.3	539.2 ± 6.6	513.8 ± 4.6	494.8 ± 7.2	511.9 ± 8.0	536.8 ± 9.2	539.5 ± 12.5	433.5 ± 19.3	509.8 ± 3.2
Non-Indigenous students									
Metropolitan	583.3 ± 3.6	585.0 ± 3.7	573.6 ± 3.9	579.6 ± 5.3	575.3 ± 6.0	580.5 ± 12.4	598.5 ± 8.8	..	581.1 ± 1.9
Provincial	572.7 ± 2.8	573.9 ± 4.0	563.7 ± 3.4	569.0 ± 5.9	562.9 ± 5.6	568.5 ± 7.5	..	564.8 ± 15.7	569.6 ± 1.8
Remote	533.9 ± 10.5	621.4 ± 34.4	549.9 ± 5.9	564.7 ± 10.2	565.6 ± 11.8	np	..	577.9 ± 36.1	563.7 ± 8.4
Very remote	575.6 ± 20.7	..	544.7 ± 12.9	555.6 ± 8.5	546.8 ± 21.8	np	..	565.2 ± 16.6	553.0 ± 8.1
Total	580.7 ± 2.8	582.3 ± 3.0	570.6 ± 3.0	576.8 ± 4.3	572.1 ± 4.7	573.6 ± 7.1	598.5 ± 8.8	566.9 ± 14.1	578.0 ± 1.5
All students									
Metropolitan	581.7 ± 3.6	584.6 ± 3.7	570.9 ± 4.0	577.6 ± 5.6	573.9 ± 6.4	577.5 ± 13.1	597.0 ± 8.8	..	579.5 ± 1.9

TABLE 4A.40

Table 4A.40 **NAPLAN Mean scale scores for reading, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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>
Provincial	567.4 ± 3.1	572.6 ± 4.0	559.2 ± 3.7	564.0 ± 6.9	561.6 ± 6.3	565.6 ± 7.9	..	547.9 ± 17.3	565.5 ± 1.9
Remote	511.0 ± 12.8	620.1 ± 35.0	535.6 ± 11.0	546.0 ± 15.6	562.2 ± 13.1	537.2 ± 8.5	..	529.9 ± 39.4	543.3 ± 10.3
Very remote	525.3 ± 55.2	..	504.3 ± 20.6	499.6 ± 23.6	512.2 ± 22.3	np	..	411.7 ± 34.6	474.0 ± 17.5
Total	577.9 ± 2.8	581.6 ± 3.0	566.8 ± 3.1	572.2 ± 4.7	570.1 ± 5.0	570.6 ± 7.4	597.0 ± 8.8	516.0 ± 20.2	574.8 ± 1.5

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.
.. Not applicable. **np** Not published.

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

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2012 (score points) (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>
Year 3									
Parental education (d)									
Bachelor degree or above	467.6 ± 1.8	464.9 ± 1.8	451.1 ± 2.4	453.0 ± 3.0	453.3 ± 4.3	473.8 ± 6.5	470.5 ± 5.9	432.6 ± 9.6	461.7 ± 1.0
Advanced diploma/diploma	427.9 ± 1.8	428.0 ± 2.0	413.0 ± 2.4	413.0 ± 3.5	422.5 ± 4.2	434.7 ± 8.7	413.2 ± 7.4	388.6 ± 11.8	422.8 ± 1.1
Certificate I to IV (e)	403.5 ± 1.7	411.2 ± 1.9	393.8 ± 2.0	393.8 ± 2.9	401.0 ± 3.4	404.3 ± 5.2	412.9 ± 7.1	358.1 ± 11.7	401.7 ± 1.0
Year 12 or equivalent	403.7 ± 3.0	411.9 ± 3.0	390.6 ± 2.8	393.7 ± 4.0	404.7 ± 3.9	395.7 ± 9.3	410.6 ± 10.3	362.2 ± 14.8	401.4 ± 1.4
Year 11 or equivalent or below	368.0 ± 2.5	384.7 ± 2.6	356.7 ± 3.4	351.9 ± 4.5	366.9 ± 4.6	366.0 ± 7.3	377.4 ± 16.8	278.2 ± 16.4	366.5 ± 1.5
Not stated (f)	408.0 ± 5.0	440.2 ± 7.5	393.5 ± 5.3	381.3 ± 7.2	390.6 ± 5.6	442.9 ± 37.2	443.5 ± 9.3	254.6 ± 42.2	395.6 ± 4.0
Parental occupation (g)									
Senior management and qualified professionals	467.5 ± 2.0	468.6 ± 2.0	450.6 ± 2.5	451.2 ± 3.4	449.7 ± 4.2	471.7 ± 7.0	473.9 ± 7.4	413.7 ± 11.9	461.4 ± 1.2
Other business managers and associated professionals	439.8 ± 1.7	441.1 ± 1.9	422.5 ± 2.3	421.6 ± 3.2	421.1 ± 3.5	435.1 ± 7.2	445.4 ± 5.5	392.6 ± 14.7	433.7 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	414.3 ± 1.7	421.1 ± 1.7	399.9 ± 2.2	398.8 ± 3.1	404.8 ± 3.7	411.1 ± 6.1	416.8 ± 6.6	370.7 ± 11.2	410.2 ± 1.0
Machine operators, hospitality staff, assistants, labourers	393.8 ± 2.2	401.7 ± 2.2	377.0 ± 2.8	380.1 ± 3.9	386.0 ± 4.0	385.1 ± 6.4	402.6 ± 12.3	325.4 ± 17.7	390.3 ± 1.3
Not in paid work in previous 12 months	377.7 ± 2.9	389.9 ± 2.9	361.6 ± 4.5	362.5 ± 6.7	375.0 ± 7.4	361.3 ± 10.0	414.2 ± 15.1	280.5 ± 15.8	376.5 ± 1.8
Not stated (h)	393.1 ± 3.8	445.9 ± 8.5	389.7 ± 4.3	382.6 ± 5.4	382.6 ± 5.3	418.8 ± 30.1	432.4 ± 10.4	252.8 ± 34.7	389.8 ± 2.9
Year 5									
Parental education (d)									
Bachelor degree or above	538.3 ± 2.1	535.3 ± 1.7	519.1 ± 2.5	524.5 ± 2.8	525.0 ± 3.3	541.2 ± 5.4	543.3 ± 6.8	509.0 ± 9.2	532.7 ± 1.1
Advanced diploma/diploma	503.6 ± 1.8	502.2 ± 1.8	487.5 ± 2.4	491.0 ± 2.8	495.6 ± 3.9	509.2 ± 6.9	507.3 ± 9.7	474.4 ± 11.0	498.9 ± 1.0
Certificate I to IV (e)	482.9 ± 1.4	488.0 ± 1.5	467.5 ± 1.9	471.2 ± 2.4	478.7 ± 2.8	479.0 ± 4.2	485.5 ± 7.8	445.3 ± 9.5	479.7 ± 0.8

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2012 (score points) (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>
Year 12 or equivalent	483.9 ± 2.2	490.0 ± 2.7	467.0 ± 3.1	474.2 ± 3.6	484.6 ± 3.3	474.0 ± 9.2	493.4 ± 10.1	450.3 ± 13.0	481.6 ± 1.3
Year 11 or equivalent or below	450.3 ± 2.0	463.8 ± 2.4	433.8 ± 3.3	436.2 ± 4.3	447.4 ± 4.0	449.1 ± 5.7	446.1 ± 13.5	354.8 ± 16.5	448.3 ± 1.4
Not stated (f)	485.2 ± 3.5	511.9 ± 6.1	469.1 ± 5.0	458.1 ± 5.2	469.0 ± 5.0	492.9 ± 21.3	518.0 ± 9.5	328.9 ± 48.8	471.8 ± 3.7
Parental occupation (g)									
Senior management and qualified professionals	539.1 ± 2.2	538.8 ± 1.9	518.0 ± 2.6	522.1 ± 3.1	520.0 ± 3.5	536.8 ± 6.3	546.2 ± 8.3	495.2 ± 10.6	532.3 ± 1.2
Other business managers and associated professionals	512.9 ± 1.6	512.4 ± 1.6	493.5 ± 2.3	496.5 ± 2.8	497.2 ± 2.7	508.0 ± 5.1	521.2 ± 6.2	481.1 ± 10.3	507.0 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	490.6 ± 1.5	495.8 ± 1.7	472.6 ± 2.0	477.6 ± 2.7	479.0 ± 2.9	488.9 ± 5.3	502.2 ± 8.2	452.5 ± 10.1	486.6 ± 0.9
Machine operators, hospitality staff, assistants, labourers	471.6 ± 2.0	477.6 ± 2.0	449.7 ± 3.0	456.8 ± 3.6	466.2 ± 3.3	463.4 ± 5.5	477.5 ± 10.4	409.7 ± 15.7	467.8 ± 1.2
Not in paid work in previous 12 months	456.9 ± 2.6	466.6 ± 2.4	438.4 ± 4.5	438.1 ± 6.4	454.8 ± 5.6	441.2 ± 7.9	490.6 ± 15.7	344.0 ± 18.1	454.9 ± 1.7
Not stated (h)	473.5 ± 3.0	517.0 ± 7.4	463.2 ± 4.2	457.8 ± 4.4	459.4 ± 4.8	477.6 ± 18.7	504.8 ± 10.7	329.1 ± 43.5	465.5 ± 2.9
Year 7									
Parental education (d)									
Bachelor degree or above	583.7 ± 3.4	578.6 ± 2.6	568.4 ± 2.0	573.9 ± 3.1	574.6 ± 3.5	589.2 ± 7.1	583.2 ± 6.3	553.3 ± 11.7	578.0 ± 1.6
Advanced diploma/diploma	550.4 ± 2.3	547.8 ± 2.0	538.6 ± 1.9	543.7 ± 2.6	551.2 ± 3.6	555.0 ± 6.3	544.6 ± 7.3	524.0 ± 10.5	546.5 ± 1.2
Certificate I to IV (e)	528.8 ± 1.7	533.0 ± 1.7	522.8 ± 1.5	529.9 ± 2.2	532.3 ± 2.5	531.6 ± 4.7	531.4 ± 5.7	502.2 ± 11.0	528.7 ± 0.8
Year 12 or equivalent	530.3 ± 3.0	537.2 ± 4.9	523.6 ± 2.3	529.4 ± 3.3	536.2 ± 2.7	531.9 ± 10.3	530.3 ± 9.3	500.6 ± 15.8	531.1 ± 1.7
Year 11 or equivalent or below	499.1 ± 2.2	510.7 ± 2.4	496.1 ± 2.4	500.7 ± 3.6	510.0 ± 3.1	504.5 ± 5.8	499.8 ± 11.6	427.9 ± 20.7	501.9 ± 1.2
Not stated (f)	537.5 ± 5.9	559.7 ± 6.0	522.1 ± 3.5	517.2 ± 4.4	526.6 ± 4.2	544.0 ± 18.4	554.7 ± 17.2	408.4 ± 48.7	527.7 ± 2.8
Parental occupation (g)									

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2012 (score points) (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>
Senior management and qualified professionals	582.3 ± 3.2	580.5 ± 3.0	567.4 ± 2.3	570.8 ± 3.5	571.7 ± 3.6	584.8 ± 7.4	580.6 ± 8.3	539.0 ± 13.7	576.6 ± 1.6
Other business managers and associated professionals	558.0 ± 2.4	557.2 ± 2.2	545.1 ± 1.6	549.2 ± 2.6	548.5 ± 2.6	555.7 ± 6.0	559.9 ± 8.0	530.5 ± 12.3	553.6 ± 1.1
Tradespeople, clerks, skilled office, sales and service staff	535.8 ± 2.0	539.4 ± 1.7	525.7 ± 1.6	533.1 ± 2.4	532.5 ± 2.4	538.0 ± 5.3	540.2 ± 7.1	503.2 ± 11.1	533.9 ± 0.9
Machine operators, hospitality staff, assistants, labourers	518.4 ± 2.7	522.8 ± 2.0	507.9 ± 1.9	516.1 ± 3.2	520.2 ± 3.0	515.5 ± 5.5	520.1 ± 10.0	457.9 ± 18.3	517.0 ± 1.2
Not in paid work in previous 12 months	501.7 ± 2.9	507.6 ± 2.9	496.7 ± 3.7	501.3 ± 5.1	505.2 ± 4.8	489.2 ± 8.3	531.3 ± 16.8	404.2 ± 25.7	501.6 ± 1.7
Not stated (h)	525.3 ± 4.7	561.1 ± 6.4	518.4 ± 3.0	516.5 ± 3.7	519.4 ± 4.0	533.2 ± 15.8	539.0 ± 14.0	403.0 ± 36.0	522.4 ± 2.4
Year 9									
Parental education (d)									
Bachelor degree or above	617.2 ± 3.4	615.6 ± 3.4	603.7 ± 3.2	608.1 ± 4.1	610.1 ± 5.2	619.2 ± 7.4	622.9 ± 8.2	594.5 ± 14.8	613.0 ± 1.7
Advanced diploma/diploma	584.3 ± 2.2	582.9 ± 2.3	572.8 ± 2.3	577.3 ± 3.1	585.1 ± 4.5	592.1 ± 6.9	586.0 ± 7.3	559.4 ± 9.5	580.8 ± 1.2
Certificate I to IV (e)	563.2 ± 1.7	567.0 ± 1.8	557.4 ± 1.9	563.0 ± 3.2	567.6 ± 4.0	560.1 ± 4.7	567.1 ± 7.1	536.4 ± 11.1	562.9 ± 1.0
Year 12 or equivalent	566.4 ± 3.0	571.3 ± 4.6	556.4 ± 3.0	562.2 ± 4.3	570.9 ± 4.2	563.6 ± 8.6	574.9 ± 8.9	543.2 ± 15.9	565.8 ± 1.8
Year 11 or equivalent or below	535.3 ± 2.2	545.6 ± 2.4	532.6 ± 2.6	535.5 ± 4.4	541.9 ± 4.3	539.0 ± 6.1	553.1 ± 10.9	461.1 ± 23.5	537.5 ± 1.3
Not stated (f)	563.3 ± 3.6	586.0 ± 6.0	555.4 ± 6.3	559.3 ± 10.0	558.5 ± 6.2	565.3 ± 17.1	589.7 ± 11.5	466.4 ± 40.7	560.4 ± 3.1
Parental occupation (g)									
Senior management and qualified professionals	614.0 ± 3.2	618.4 ± 3.2	601.6 ± 3.5	604.3 ± 4.5	605.5 ± 5.1	614.0 ± 7.9	621.8 ± 8.3	591.2 ± 14.2	611.0 ± 1.7
Other business managers and associated professionals	591.1 ± 2.4	591.4 ± 2.6	577.8 ± 3.1	580.9 ± 3.2	582.8 ± 3.4	586.8 ± 5.9	596.5 ± 8.5	559.2 ± 10.6	586.6 ± 1.3

TABLE 4A.41

Table 4A.41 **NAPLAN Mean scale scores for reading, by State and Territory, by parental education and parental occupation, 2012 (score points) (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>
Tradespeople, clerks, skilled office, sales and service staff	570.5 ± 2.1	571.2 ± 2.0	558.8 ± 2.2	565.5 ± 3.1	566.0 ± 3.4	570.8 ± 4.6	580.3 ± 8.5	537.3 ± 11.9	567.3 ± 1.1
Machine operators, hospitality staff, assistants, labourers	553.1 ± 2.7	556.0 ± 2.3	541.5 ± 2.5	546.9 ± 4.2	550.6 ± 4.3	543.1 ± 6.0	565.3 ± 9.0	487.8 ± 19.6	550.7 ± 1.3
Not in paid work in previous 12 months	537.2 ± 3.2	543.1 ± 3.0	533.5 ± 4.6	525.9 ± 7.9	535.5 ± 5.7	529.4 ± 7.6	565.7 ± 14.4	448.5 ± 26.5	536.9 ± 1.9
Not stated (h)	555.8 ± 3.1	591.4 ± 6.6	551.9 ± 5.4	556.1 ± 9.0	552.5 ± 6.6	555.0 ± 12.1	579.7 ± 10.5	461.4 ± 31.9	555.5 ± 2.7

(a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.43. Readers are urged to be cautious when comparing results.

(c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

(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.

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

(h) Parental occupation may not have been stated on enrolment forms.

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

TABLE 4A.42

Table 4A.42 Participation rate in reading assessment, 2012, by Indigenous status (per cent) (a), (b), (c)

<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>
Year 3									
Indigenous students	94.3	88.8	91.6	85.4	84.3	95.6	85.8	78.1	89.7
Non-Indigenous students	97.2	95.1	95.0	95.9	94.2	96.1	93.7	94.9	95.7
All students	97.0	94.7	94.8	95.1	93.7	95.2	93.4	87.6	95.3
Year 5									
Indigenous students	94.0	89.4	90.3	86.3	87.7	96.3	88.7	79.5	89.6
Non-Indigenous students	97.6	95.3	95.2	96.5	95.2	97.1	95.8	96.3	96.3
All students	97.4	95.1	94.9	95.8	94.8	96.2	95.5	88.7	95.9
Year 7									
Indigenous students	89.9	85.8	91.5	84.8	86.0	93.4	84.1	73.8	87.8
Non-Indigenous students	96.8	95.2	95.7	96.5	95.2	95.4	94.8	96.9	95.9
All students	96.4	94.9	95.4	95.7	94.8	94.4	94.5	87.0	95.5
Year 9									
Indigenous students	79.0	77.2	81.3	70.8	69.5	83.4	79.8	66.0	77.1
Non-Indigenous students	94.6	91.6	92.1	94.2	90.7	91.6	92.6	96.0	92.9
All students	93.8	91.3	91.4	92.7	89.9	90.0	92.2	84.4	92.1

- (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. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.
- (c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

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

TABLE 4A.43

Table 4A.43 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2012 (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>
Year 3									
Indigenous students									
Exempt	3.1	6.1	2.5	1.2	5.7	1.7	4.5	2.0	2.9
Absent	4.4	6.0	5.7	13.5	8.5	3.7	6.0	21.1	8.0
Withdrawn	1.3	5.2	2.6	1.1	7.2	0.7	8.2	0.8	2.2
Assessed	91.2	82.7	89.2	84.2	78.6	93.9	81.3	76.1	86.9
Non-Indigenous students									
Exempt	1.7	2.6	1.5	1.4	2.1	1.4	1.6	2.2	1.9
Absent	1.9	2.6	2.4	2.7	2.5	3.2	2.4	2.9	2.3
Withdrawn	0.9	2.4	2.6	1.4	3.4	0.7	3.8	2.2	1.9
Assessed	95.5	92.4	93.5	94.5	92.0	94.7	92.2	92.7	93.9
All students									
Exempt	1.7	2.8	1.5	1.4	2.3	1.4	1.7	2.1	2.0
Absent	2.0	2.7	2.7	3.5	2.8	3.2	2.6	10.8	2.7
Withdrawn	1.0	2.6	2.6	1.4	3.5	1.6	4.0	1.6	2.0
Assessed	95.3	91.9	93.2	93.7	91.4	93.8	91.7	85.5	93.3
Year 5									
Indigenous students									
Exempt	2.7	6.8	3.0	1.5	4.6	1.5	6.6	2.0	2.9
Absent	5.0	6.7	6.6	12.9	8.1	2.8	7.5	19.9	8.6
Withdrawn	1.0	3.8	3.0	0.8	4.1	0.9	3.8	0.5	1.7
Assessed	91.3	82.7	87.4	84.8	83.2	94.8	82.1	77.6	86.8
Non-Indigenous students									
Exempt	1.5	2.5	2.2	1.4	2.1	1.3	1.8	2.2	1.9
Absent	1.8	2.8	2.3	2.5	2.6	2.4	2.2	2.6	2.3
Withdrawn	0.7	1.9	2.5	1.0	2.1	0.5	2.1	1.1	1.4
Assessed	96.0	92.8	93.0	95.1	93.2	95.8	93.9	94.1	94.4
All students									
Exempt	1.6	2.7	2.3	1.4	2.2	1.3	1.9	2.1	2.0
Absent	1.9	2.9	2.6	3.3	2.9	2.5	2.3	10.5	2.6
Withdrawn	0.7	1.9	2.5	1.0	2.3	1.3	2.2	0.8	1.5
Assessed	95.8	92.5	92.6	94.3	92.6	94.9	93.6	86.6	93.9
Year 7									
Indigenous students									
Exempt	2.1	3.7	2.5	1.4	2.5	1.0	2.7	1.9	2.2
Absent	9.2	12.4	6.2	14.1	9.2	6.1	10.6	24.5	10.5
Withdrawn	0.9	1.8	2.3	1.1	4.8	0.4	5.3	1.7	1.7
Assessed	87.8	82.1	89.0	83.4	83.5	92.5	81.4	71.9	85.6
Non-Indigenous students									

TABLE 4A.43

Table 4A.43 **Exempt, absent and withdrawn, and assessed students in reading assessment, by Indigenous status, 2012 (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>
Exempt	1.2	1.8	1.7	1.3	1.8	1.2	1.5	2.7	1.5
Absent	2.8	3.8	2.6	2.7	2.9	4.2	3.2	2.7	3.1
Withdrawn	0.4	1.0	1.7	0.7	2.0	0.4	2.0	0.4	1.0
Assessed	95.6	93.4	94.0	95.3	93.3	94.2	93.3	94.2	94.4
All students									
Exempt	1.2	2.0	1.7	1.3	1.9	1.3	1.5	2.3	1.6
Absent	3.2	4.0	2.8	3.5	3.2	4.5	3.4	12.0	3.5
Withdrawn	0.4	1.0	1.8	0.8	2.1	1.1	2.1	1.0	1.1
Assessed	95.2	93.0	93.7	94.4	92.8	93.1	93.0	84.7	93.8
Year 9									
Indigenous students									
Exempt	2.5	4.6	2.6	2.1	3.4	2.3	1.8	3.2	2.7
Absent	20.2	20.6	15.7	28.5	26.8	16.6	16.5	33.2	21.2
Withdrawn	0.8	2.3	3.0	0.7	3.6	–	3.7	0.8	1.7
Assessed	76.5	72.5	78.7	68.7	66.2	81.1	78.0	62.8	74.4
Non-Indigenous students									
Exempt	1.3	1.9	1.5	1.2	1.4	0.9	1.3	2.1	1.5
Absent	5.0	7.2	5.0	5.3	7.1	8.0	5.3	3.8	5.8
Withdrawn	0.4	1.2	2.9	0.6	2.2	0.4	2.1	0.2	1.3
Assessed	93.3	89.7	90.6	92.9	89.3	90.7	91.3	93.9	91.4
All students									
Exempt	1.3	2.0	1.6	1.3	1.5	1.1	1.3	2.4	1.6
Absent	5.7	7.5	5.7	6.6	7.9	9.1	5.5	15.2	6.6
Withdrawn	0.5	1.2	2.9	0.7	2.3	0.9	2.2	0.4	1.4
Assessed	92.5	89.3	89.8	91.4	88.3	88.9	91.0	82.0	90.4

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

(d) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

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

TABLE 4A.44

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	412.3 ± 1.8	423.1 ± 2.0	426.0 ± 2.0	↑	●
At or above NMS	%	95.1 ± 0.3	95.2 ± 0.3	94.8 ± 0.3	●	●
Indigenous students (c)						
Mean scale score	no.	347.5 ± 3.6	355.1 ± 3.6	356.7 ± 3.8	●	●
At or above NMS	%	83.5 ± 1.8	85.0 ± 1.5	83.0 ± 1.5	●	●
Non-Indigenous students						
Mean scale score	no.	414.9 ± 1.7	426.2 ± 2.0	429.6 ± 1.9	↑	●
At or above NMS	%	95.7 ± 0.2	95.8 ± 0.3	95.4 ± 0.3	●	●
LBOTE students (d)						
At or above NMS	%	94.5 ± 0.6	94.9 ± 0.5	94.5 ± 0.5	●	●
Male students						
At or above NMS	%	93.8 ± 0.4	93.7 ± 0.4	93.2 ± 0.4	●	●
Female students						
At or above NMS	%	96.5 ± 0.3	96.9 ± 0.3	96.5 ± 0.3	●	●
<i>Year 5</i>						
All students						
Mean scale score	no.	494.7 ± 1.9	495.4 ± 2.0	499.8 ± 1.9	●	●
At or above NMS	%	93.5 ± 0.4	93.1 ± 0.4	92.9 ± 0.4	●	●
Indigenous students (c)						
Mean scale score	no.	432.8 ± 3.5	434.4 ± 3.7	438.5 ± 3.7	●	●
At or above NMS	%	77.6 ± 2.0	77.8 ± 1.9	77.6 ± 1.8	●	●
Non-Indigenous students						
Mean scale score	no.	497.4 ± 1.8	498.0 ± 1.9	502.8 ± 1.9	●	●
At or above NMS	%	94.4 ± 0.3	93.8 ± 0.4	93.7 ± 0.3	●	●
LBOTE students (d)						
At or above NMS	%	91.2 ± 0.9	92.4 ± 0.7	92.0 ± 0.7	●	●
Male students						
At or above NMS	%	92.1 ± 0.5	91.5 ± 0.6	90.9 ± 0.5	●	●
Female students						
At or above NMS	%	95.0 ± 0.4	94.8 ± 0.4	95.1 ± 0.3	●	●

TABLE 4A.44

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	542.5 ± 3.0	543.5 ± 3.0	546.1 ± 2.9	•	•
At or above NMS	%	95.4 ± 0.4	95.0 ± 0.4	94.7 ± 0.4	•	•
Indigenous students (c)						
Mean scale score	no.	486.5 ± 3.5	485.7 ± 3.1	489.9 ± 3.2	•	•
At or above NMS	%	82.4 ± 1.8	82.6 ± 1.7	82.7 ± 1.7	•	•
Non-Indigenous students						
Mean scale score	no.	544.9 ± 2.9	546.0 ± 3.0	548.7 ± 2.9	•	•
At or above NMS	%	96.1 ± 0.4	95.6 ± 0.4	95.3 ± 0.4	•	•
LBOTE students (d)						
At or above NMS	%	94.0 ± 1.0	94.1 ± 0.9	93.8 ± 0.8	•	•
Male students						
At or above NMS	%	94.2 ± 0.5	93.6 ± 0.6	93.2 ± 0.6	•	•
Female students						
At or above NMS	%	96.7 ± 0.4	96.4 ± 0.4	96.3 ± 0.4	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	583.1 ± 2.8	583.0 ± 2.8	577.9 ± 2.8	•	•
At or above NMS	%	94.4 ± 0.5	93.0 ± 0.6	91.9 ± 0.6	↓	•
Indigenous students (c)						
Mean scale score	no.	531.7 ± 3.6	529.0 ± 3.1	522.2 ± 3.3	↓	•
At or above NMS	%	82.3 ± 2.2	77.9 ± 1.9	74.2 ± 2.2	↓	•
Non-Indigenous students						
Mean scale score	no.	585.5 ± 2.8	585.4 ± 2.8	580.7 ± 2.8	•	•
At or above NMS	%	95.1 ± 0.4	93.7 ± 0.5	92.8 ± 0.6	↓	•
LBOTE students (d)						
At or above NMS	%	92.3 ± 1.1	91.2 ± 1.2	90.1 ± 1.3	•	•
Male students						
At or above NMS	%	93.1 ± 0.6	91.5 ± 0.7	90.1 ± 0.8	↓	•
Female students						
At or above NMS	%	95.8 ± 0.5	94.5 ± 0.6	93.9 ± 0.6	↓	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.44

Table 4A.44 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement	
				2008 to 2012	2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.45

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	419.9 ± 1.6	433.5 ± 1.9	432.0 ± 1.9	↑	●
At or above NMS	%	95.2 ± 0.2	95.3 ± 0.4	95.2 ± 0.4	●	●
Indigenous students (c)						
Mean scale score	no.	368.9 ± 6.3	374.0 ± 6.5	375.0 ± 6.4	●	●
At or above NMS	%	88.1 ± 2.8	88.2 ± 2.8	84.9 ± 2.8	●	●
Non-Indigenous students						
Mean scale score	no.	420.6 ± 1.6	434.3 ± 1.9	432.8 ± 1.9	↑	●
At or above NMS	%	95.6 ± 0.3	95.7 ± 0.4	95.5 ± 0.4	●	●
LBOTE students (d)						
At or above NMS	%	94.2 ± 0.6	94.0 ± 0.7	93.7 ± 0.6	●	●
Male students						
At or above NMS	%	93.8 ± 0.5	94.0 ± 0.5	93.6 ± 0.5	●	●
Female students						
At or above NMS	%	96.8 ± 0.3	96.7 ± 0.3	96.8 ± 0.3	●	●
<i>Year 5</i>						
All students						
Mean scale score	no.	496.7 ± 1.6	503.7 ± 1.8	504.1 ± 1.7	●	●
At or above NMS	%	93.7 ± 0.3	94.3 ± 0.4	94.1 ± 0.4	●	●
Indigenous students (c)						
Mean scale score	no.	449.7 ± 6.3	455.1 ± 6.0	450.2 ± 5.2	●	●
At or above NMS	%	83.0 ± 3.3	83.1 ± 3.0	81.4 ± 2.8	●	●
Non-Indigenous students						
Mean scale score	no.	497.3 ± 1.6	504.3 ± 1.7	504.9 ± 1.7	●	●
At or above NMS	%	94.0 ± 0.4	94.7 ± 0.4	94.4 ± 0.4	●	●
LBOTE students (d)						
At or above NMS	%	91.9 ± 0.7	92.5 ± 0.7	92.3 ± 0.7	●	●
Male students						
At or above NMS	%	92.2 ± 0.5	92.7 ± 0.6	92.2 ± 0.6	●	●
Female students						
At or above NMS	%	95.2 ± 0.4	96.0 ± 0.4	96.0 ± 0.3	●	●

TABLE 4A.45

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	543.0 ± 2.6	544.8 ± 2.6	548.3 ± 2.6	•	•
At or above NMS	%	95.8 ± 0.3	95.8 ± 0.5	95.5 ± 0.5	•	•
Indigenous students (c)						
Mean scale score	no.	488.8 ± 5.5	495.4 ± 5.2	504.3 ± 5.5	↑	•
At or above NMS	%	85.5 ± 3.2	87.8 ± 3.2	87.8 ± 2.7	•	•
Non-Indigenous students						
Mean scale score	no.	543.9 ± 2.6	545.7 ± 2.6	549.1 ± 2.6	•	•
At or above NMS	%	96.1 ± 0.4	96.1 ± 0.5	95.7 ± 0.5	•	•
LBOTE students (d)						
At or above NMS	%	94.1 ± 0.8	93.8 ± 0.9	93.6 ± 0.9	•	•
Male students						
At or above NMS	%	94.7 ± 0.6	94.6 ± 0.7	94.1 ± 0.7	•	•
Female students						
At or above NMS	%	97.0 ± 0.4	97.0 ± 0.4	96.9 ± 0.4	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	584.6 ± 3.0	585.0 ± 2.8	581.6 ± 3.0	•	•
At or above NMS	%	94.7 ± 0.4	94.0 ± 0.6	93.0 ± 0.6	↓	•
Indigenous students (c)						
Mean scale score	no.	536.0 ± 6.0	539.1 ± 4.7	539.2 ± 6.6	•	•
At or above NMS	%	79.9 ± 4.1	83.2 ± 2.9	80.7 ± 3.9	•	•
Non-Indigenous students						
Mean scale score	no.	585.2 ± 2.9	585.6 ± 2.8	582.3 ± 3.0	•	•
At or above NMS	%	95.0 ± 0.5	94.2 ± 0.6	93.3 ± 0.6	↓	•
LBOTE students (d)						
At or above NMS	%	92.8 ± 1.0	91.0 ± 1.2	89.8 ± 1.4	↓	•
Male students						
At or above NMS	%	93.5 ± 0.7	92.8 ± 0.8	91.2 ± 0.9	↓	•
Female students						
At or above NMS	%	95.8 ± 0.5	95.4 ± 0.5	94.8 ± 0.6	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.45

Table 4A.45 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement	
				2008 to 2012	2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.46

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	371.1 ± 2.6	399.9 ± 2.3	408.5 ± 2.4	↑	↑
At or above NMS	%	87.1 ± 0.7	92.8 ± 0.5	92.7 ± 0.5	↑	●
Indigenous students (c)						
Mean scale score	no.	309.5 ± 7.6	338.1 ± 4.1	339.8 ± 4.9	↑	●
At or above NMS	%	66.2 ± 3.3	80.0 ± 2.0	77.7 ± 2.1	↑	●
Non-Indigenous students						
Mean scale score	no.	375.9 ± 2.4	405.4 ± 2.2	413.7 ± 2.3	↑	●
At or above NMS	%	88.7 ± 0.6	93.9 ± 0.4	93.9 ± 0.4	↑	●
LBOTE students (d)						
At or above NMS	%	77.2 ± 3.2	88.7 ± 1.7	88.5 ± 2.0	↑	●
Male students						
At or above NMS	%	84.4 ± 0.9	90.8 ± 0.7	90.7 ± 0.6	↑	●
Female students						
At or above NMS	%	90.0 ± 0.7	94.8 ± 0.4	94.8 ± 0.4	↑	●
<i>Year 5</i>						
All students						
Mean scale score	no.	466.1 ± 2.3	469.4 ± 2.1	480.3 ± 2.3	↑	↑
At or above NMS	%	86.9 ± 0.7	88.6 ± 0.7	89.1 ± 0.8	↑	●
Indigenous students (c)						
Mean scale score	no.	404.4 ± 6.4	413.7 ± 4.0	413.0 ± 5.6	●	●
At or above NMS	%	62.9 ± 3.2	68.0 ± 2.4	65.5 ± 3.1	●	●
Non-Indigenous students						
Mean scale score	no.	470.9 ± 2.2	474.2 ± 2.0	485.3 ± 2.2	↑	↑
At or above NMS	%	88.8 ± 0.6	90.4 ± 0.6	90.9 ± 0.6	↑	●
LBOTE students (d)						
At or above NMS	%	74.2 ± 3.4	82.2 ± 2.7	81.1 ± 3.1	↑	●
Male students						
At or above NMS	%	84.3 ± 0.9	86.0 ± 0.9	86.6 ± 1.0	↑	●
Female students						
At or above NMS	%	89.6 ± 0.7	91.4 ± 0.6	92.0 ± 0.7	↑	●

TABLE 4A.46

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	528.1 ± 2.1	533.5 ± 2.0	532.7 ± 2.0	•	•
At or above NMS	%	92.9 ± 0.5	94.3 ± 0.5	93.3 ± 0.5	•	•
Indigenous students (c)						
Mean scale score	no.	472.4 ± 7.6	480.0 ± 3.6	478.0 ± 4.0	•	•
At or above NMS	%	74.8 ± 3.2	79.9 ± 2.3	77.4 ± 2.5	•	•
Non-Indigenous students						
Mean scale score	no.	532.3 ± 2.0	537.8 ± 1.9	536.8 ± 1.9	•	•
At or above NMS	%	94.3 ± 0.4	95.5 ± 0.4	94.5 ± 0.4	•	↓
LBOTE students (d)						
At or above NMS	%	82.4 ± 2.8	88.7 ± 2.1	85.9 ± 2.5	•	•
Male students						
At or above NMS	%	91.2 ± 0.6	93.0 ± 0.6	91.5 ± 0.6	•	↓
Female students						
At or above NMS	%	94.6 ± 0.6	95.7 ± 0.4	95.1 ± 0.5	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	568.2 ± 3.3	572.4 ± 3.0	566.8 ± 3.1	•	•
At or above NMS	%	90.5 ± 0.9	91.6 ± 0.8	90.5 ± 0.8	•	•
Indigenous students (c)						
Mean scale score	no.	514.2 ± 9.3	518.5 ± 4.3	513.8 ± 4.6	•	•
At or above NMS	%	70.0 ± 4.0	72.1 ± 3.0	69.8 ± 3.3	•	•
Non-Indigenous students						
Mean scale score	no.	572.2 ± 3.1	576.5 ± 2.9	570.6 ± 3.0	•	•
At or above NMS	%	92.0 ± 0.8	93.1 ± 0.6	92.0 ± 0.7	•	•
LBOTE students (d)						
At or above NMS	%	80.8 ± 3.7	84.8 ± 3.4	80.4 ± 4.4	•	•
Male students						
At or above NMS	%	88.6 ± 1.1	89.6 ± 1.0	88.1 ± 1.1	•	•
Female students						
At or above NMS	%	92.5 ± 0.8	93.6 ± 0.7	93.0 ± 0.8	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.46

Table 4A.46 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement	
				2008 to 2012	2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.47

Table 4A.47 Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	386.7 ± 3.1	400.3 ± 3.1	407.6 ± 3.3	↑	●
At or above NMS	%	89.4 ± 0.8	92.1 ± 0.7	91.8 ± 0.7	↑	●
Indigenous students (c)						
Mean scale score	no.	292.7 ± 7.1	313.2 ± 5.3	304.9 ± 6.5	●	↑
At or above NMS	%	57.3 ± 3.7	70.4 ± 3.0	64.1 ± 3.1	↑	↓
Non-Indigenous students						
Mean scale score	no.	394.5 ± 2.7	407.4 ± 2.9	415.1 ± 3.0	↑	●
At or above NMS	%	92.1 ± 0.6	93.8 ± 0.6	93.8 ± 0.6	↑	●
LBOTE students (d)						
At or above NMS	%	88.0 ± 2.1	90.8 ± 1.6	90.3 ± 1.5	●	●
Male students						
At or above NMS	%	87.0 ± 1.0	90.1 ± 0.9	90.0 ± 0.9	↑	●
Female students						
At or above NMS	%	91.9 ± 0.8	94.1 ± 0.7	93.7 ± 0.8	↑	●
<i>Year 5</i>						
All students						
Mean scale score	no.	473.6 ± 2.8	480.2 ± 3.0	482.6 ± 3.0	●	●
At or above NMS	%	89.1 ± 0.9	89.7 ± 0.8	89.6 ± 0.8	●	●
Indigenous students (c)						
Mean scale score	no.	381.3 ± 5.8	387.7 ± 6.1	386.6 ± 7.0	●	●
At or above NMS	%	51.8 ± 3.4	55.0 ± 3.6	53.6 ± 3.9	●	●
Non-Indigenous students						
Mean scale score	no.	481.4 ± 2.4	487.2 ± 2.7	490.2 ± 2.7	●	●
At or above NMS	%	92.2 ± 0.6	92.2 ± 0.6	92.4 ± 0.6	●	●
LBOTE students (d)						
At or above NMS	%	86.1 ± 2.1	86.6 ± 1.8	86.9 ± 1.9	●	●
Male students						
At or above NMS	%	87.1 ± 1.0	87.5 ± 1.0	87.4 ± 1.0	●	●
Female students						
At or above NMS	%	91.1 ± 0.9	91.9 ± 0.8	91.9 ± 0.9	●	●

TABLE 4A.47

Table 4A.47 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	527.0 ± 2.8	541.3 ± 3.2	537.8 ± 3.0	↑	●
At or above NMS	%	92.7 ± 0.8	94.7 ± 0.6	93.7 ± 0.7	●	●
Indigenous students (c)						
Mean scale score	no.	450.0 ± 5.7	466.0 ± 4.9	462.0 ± 5.2	↑	●
At or above NMS	%	63.4 ± 3.7	72.6 ± 3.4	69.1 ± 3.4	●	●
Non-Indigenous students						
Mean scale score	no.	533.2 ± 2.6	547.0 ± 3.0	543.3 ± 2.9	↑	●
At or above NMS	%	95.0 ± 0.5	96.3 ± 0.5	95.4 ± 0.5	●	●
LBOTE students (d)						
At or above NMS	%	90.3 ± 2.0	91.9 ± 1.6	90.9 ± 1.5	●	●
Male students						
At or above NMS	%	91.0 ± 0.9	93.6 ± 0.8	91.9 ± 0.9	●	↓
Female students						
At or above NMS	%	94.5 ± 0.7	95.9 ± 0.6	95.6 ± 0.6	●	●
<i>Year 9</i>						
All students						
Mean scale score	no.	569.8 ± 4.6	577.3 ± 5.0	572.2 ± 4.7	●	●
At or above NMS	%	91.8 ± 1.1	90.9 ± 1.3	90.7 ± 1.2	●	●
Indigenous students (c)						
Mean scale score	no.	498.3 ± 5.7	504.0 ± 7.1	494.8 ± 7.2	●	●
At or above NMS	%	62.8 ± 3.9	63.9 ± 4.6	57.7 ± 4.6	●	●
Non-Indigenous students						
Mean scale score	no.	575.6 ± 4.4	581.8 ± 4.7	576.8 ± 4.3	●	●
At or above NMS	%	94.0 ± 0.9	92.6 ± 1.2	92.8 ± 1.0	●	●
LBOTE students (d)						
At or above NMS	%	89.6 ± 2.4	86.8 ± 3.7	86.8 ± 2.4	●	●
Male students						
At or above NMS	%	90.1 ± 1.3	89.5 ± 1.7	88.6 ± 1.6	●	●
Female students						
At or above NMS	%	93.5 ± 1.0	92.5 ± 1.3	92.9 ± 1.1	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.47

Table 4A.47 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.48

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 3.3	402.2 ± 3.6	408.9 ± 3.6	•	•
At or above NMS	%	91.5 ± 1.0	92.0 ± 0.9	92.6 ± 0.9	•	•
Indigenous students (c)						
Mean scale score	no.	329.7 ± 8.7	326.7 ± 10.2	334.4 ± 8.6	•	•
At or above NMS	%	71.5 ± 4.4	72.2 ± 5.1	72.5 ± 4.9	•	•
Non-Indigenous students						
Mean scale score	no.	403.9 ± 3.1	405.4 ± 3.5	412.1 ± 3.5	•	•
At or above NMS	%	92.5 ± 0.9	92.8 ± 0.8	93.5 ± 0.8	•	•
LBOTE students (d)						
At or above NMS	%	85.5 ± 4.3	89.6 ± 2.0	88.8 ± 2.5	•	•
Male students						
At or above NMS	%	89.6 ± 1.3	89.6 ± 1.3	90.5 ± 1.1	•	•
Female students						
At or above NMS	%	93.5 ± 0.9	94.4 ± 0.8	94.8 ± 0.8	•	•
<i>Year 5</i>						
All students						
Mean scale score	no.	477.9 ± 3.0	478.0 ± 3.2	483.9 ± 3.1	•	•
At or above NMS	%	89.9 ± 1.1	90.1 ± 1.0	90.7 ± 0.9	•	•
Indigenous students (c)						
Mean scale score	no.	405.9 ± 9.8	412.9 ± 7.7	410.4 ± 7.9	•	•
At or above NMS	%	60.6 ± 5.9	67.4 ± 5.3	63.8 ± 4.8	•	•
Non-Indigenous students						
Mean scale score	no.	481.0 ± 2.8	480.6 ± 3.1	486.8 ± 3.0	•	•
At or above NMS	%	91.3 ± 1.0	91.1 ± 1.0	91.8 ± 0.9	•	•
LBOTE students (d)						
At or above NMS	%	81.3 ± 4.1	86.4 ± 2.4	84.9 ± 2.5	•	•
Male students						
At or above NMS	%	88.2 ± 1.4	88.0 ± 1.3	88.1 ± 1.3	•	•
Female students						
At or above NMS	%	91.7 ± 1.1	92.3 ± 1.0	93.4 ± 0.8	•	•

TABLE 4A.48

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	533.5 ± 2.9	533.8 ± 2.9	537.0 ± 2.9	●	●
At or above NMS	%	93.4 ± 0.8	94.2 ± 0.7	93.7 ± 0.7	●	●
Indigenous students (c)						
Mean scale score	no.	464.9 ± 8.7	476.2 ± 6.3	478.4 ± 7.6	↑	●
At or above NMS	%	69.6 ± 5.9	76.1 ± 4.6	77.4 ± 4.4	●	●
Non-Indigenous students						
Mean scale score	no.	536.4 ± 2.7	536.1 ± 2.8	539.5 ± 2.8	●	●
At or above NMS	%	94.4 ± 0.7	95.0 ± 0.6	94.4 ± 0.7	●	●
LBOTE students (d)						
At or above NMS	%	85.3 ± 3.5	91.6 ± 1.7	89.4 ± 2.0	●	●
Male students						
At or above NMS	%	92.0 ± 1.0	92.9 ± 0.9	92.1 ± 1.0	●	●
Female students						
At or above NMS	%	94.8 ± 0.8	95.6 ± 0.7	95.4 ± 0.7	●	●
<i>Year 9</i>						
All students						
Mean scale score	no.	574.9 ± 5.0	572.9 ± 4.7	570.1 ± 5.0	●	●
At or above NMS	%	91.7 ± 1.8	91.6 ± 1.4	90.8 ± 1.4	●	●
Indigenous students (c)						
Mean scale score	no.	506.3 ± 10.1	512.3 ± 7.9	511.9 ± 8.0	●	●
At or above NMS	%	62.5 ± 6.5	69.1 ± 5.8	66.6 ± 5.9	●	●
Non-Indigenous students						
Mean scale score	no.	578.5 ± 4.6	574.8 ± 4.5	572.1 ± 4.7	●	●
At or above NMS	%	93.5 ± 1.1	92.5 ± 1.4	91.8 ± 1.3	●	●
LBOTE students (d)						
At or above NMS	%	85.0 ± 4.8	84.9 ± 5.3	83.4 ± 4.0	●	●
Male students						
At or above NMS	%	90.4 ± 2.0	90.0 ± 1.8	89.1 ± 1.7	●	●
Female students						
At or above NMS	%	92.9 ± 1.7	93.3 ± 1.3	92.6 ± 1.4	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically ● = No significant difference, statistically.

Table 4A.48 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)**

	2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
				2008 to 2012	2011 to 2012

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.49

Table 4A.49 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	401.2 ± 4.9	410.1 ± 6.1	419.1 ± 7.0	↑	•
At or above NMS	%	92.8 ± 1.0	92.4 ± 1.2	92.9 ± 1.2	•	•
Indigenous students (c)						
Mean scale score	no.	376.6 ± 9.4	365.3 ± 10.7	369.0 ± 11.3	•	•
At or above NMS	%	88.4 ± 4.1	85.5 ± 4.3	85.2 ± 4.1	•	•
Non-Indigenous students						
Mean scale score	no.	403.4 ± 5.2	413.7 ± 6.1	420.8 ± 6.1	↑	•
At or above NMS	%	93.0 ± 1.0	93.0 ± 1.1	93.4 ± 1.2	•	•
LBOTE students (d)						
At or above NMS	%	88.9 ± 5.4	88.0 ± 4.4	91.9 ± 4.6	•	•
Male students						
At or above NMS	%	92.0 ± 1.4	90.1 ± 1.6	90.6 ± 1.7	•	•
Female students						
At or above NMS	%	93.7 ± 1.2	94.7 ± 1.1	95.3 ± 1.1	•	•
<i>Year 5</i>						
All students						
Mean scale score	no.	476.4 ± 4.9	485.9 ± 5.6	491.7 ± 5.4	↑	•
At or above NMS	%	89.7 ± 1.4	90.0 ± 1.3	90.7 ± 1.3	•	•
Indigenous students (c)						
Mean scale score	no.	456.6 ± 9.8	449.0 ± 7.6	452.8 ± 9.0	•	•
At or above NMS	%	84.5 ± 4.5	81.1 ± 4.3	80.7 ± 4.3	•	•
Non-Indigenous students						
Mean scale score	no.	480.1 ± 4.9	488.9 ± 5.5	493.8 ± 5.1	↑	•
At or above NMS	%	90.7 ± 1.3	90.8 ± 1.3	91.4 ± 1.3	•	•
LBOTE students (d)						
At or above NMS	%	83.8 ± 6.0	83.2 ± 6.8	87.7 ± 5.6	•	•
Male students						
At or above NMS	%	88.7 ± 1.9	88.1 ± 1.9	88.1 ± 1.9	•	•
Female students						
At or above NMS	%	90.7 ± 1.5	92.2 ± 1.5	93.3 ± 1.2	↑	•

TABLE 4A.49

Table 4A.49 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	534.2 ± 7.2	534.5 ± 7.4	540.6 ± 7.4	•	•
At or above NMS	%	93.9 ± 1.5	93.2 ± 1.6	93.9 ± 1.2	•	•
Indigenous students (c)						
Mean scale score	no.	513.8 ± 8.3	498.4 ± 7.8	505.0 ± 7.9	•	•
At or above NMS	%	89.0 ± 3.5	85.7 ± 4.1	89.2 ± 3.5	•	•
Non-Indigenous students						
Mean scale score	no.	536.6 ± 7.5	539.1 ± 6.9	542.8 ± 6.8	•	•
At or above NMS	%	94.4 ± 1.4	94.1 ± 1.5	94.5 ± 1.2	•	•
LBOTE students (d)						
At or above NMS	%	90.7 ± 4.9	83.3 ± 7.4	85.0 ± 9.0	•	•
Male students						
At or above NMS	%	93.0 ± 1.8	91.3 ± 2.1	92.1 ± 1.7	•	•
Female students						
At or above NMS	%	95.0 ± 1.5	95.2 ± 1.5	95.7 ± 1.1	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	578.8 ± 7.3	574.1 ± 7.4	570.6 ± 7.4	•	•
At or above NMS	%	93.0 ± 1.7	90.6 ± 2.1	89.9 ± 2.0	•	•
Indigenous students (c)						
Mean scale score	no.	564.9 ± 9.4	540.7 ± 9.1	536.8 ± 9.2	↓	•
At or above NMS	%	90.7 ± 3.7	82.2 ± 5.3	78.9 ± 5.6	↓	•
Non-Indigenous students						
Mean scale score	no.	580.9 ± 7.4	578.5 ± 7.0	573.6 ± 7.1	•	•
At or above NMS	%	93.5 ± 1.4	91.9 ± 1.7	91.1 ± 1.7	•	•
LBOTE students (d)						
At or above NMS	%	87.3 ± 6.5	84.3 ± 9.3	75.7 ± 10.3	•	•
Male students						
At or above NMS	%	92.8 ± 2.0	88.8 ± 2.5	87.4 ± 2.6	↓	•
Female students						
At or above NMS	%	93.2 ± 1.8	92.5 ± 2.0	92.4 ± 1.7	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

Table 4A.49 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.50

Table 4A.50 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	421.0 ± 5.9	443.0 ± 6.8	443.8 ± 5.8	↑	●
At or above NMS	%	94.4 ± 1.5	95.6 ± 1.2	96.0 ± 0.9	●	●
Indigenous students (c)						
Mean scale score	no.	359.5 ± 17.6	371.9 ± 23.1	372.6 ± 17.7	●	●
At or above NMS	%	84.9 ± 8.1	86.8 ± 8.5	85.7 ± 7.8	●	●
Non-Indigenous students						
Mean scale score	no.	422.8 ± 5.7	444.4 ± 6.7	445.9 ± 5.8	↑	●
At or above NMS	%	94.8 ± 1.4	95.8 ± 1.2	96.3 ± 0.8	●	●
LBOTE students (d)						
At or above NMS	%	87.8 ± 6.4	92.9 ± 3.3	94.0 ± 2.0	●	●
Male students						
At or above NMS	%	92.2 ± 2.1	94.0 ± 1.7	94.8 ± 1.3	↑	●
Female students						
At or above NMS	%	96.6 ± 1.1	97.2 ± 1.0	97.3 ± 0.9	●	●
<i>Year 5</i>						
All students						
Mean scale score	no.	503.3 ± 5.6	516.3 ± 6.3	519.0 ± 7.0	↑	●
At or above NMS	%	94.8 ± 1.2	94.5 ± 1.3	94.9 ± 1.3	●	●
Indigenous students (c)						
Mean scale score	no.	441.9 ± 16.7	461.0 ± 16.1	459.7 ± 17.7	●	●
At or above NMS	%	81.1 ± 8.0	86.0 ± 8.1	80.4 ± 8.1	●	●
Non-Indigenous students						
Mean scale score	no.	504.9 ± 5.5	517.5 ± 6.2	520.3 ± 7.0	↑	●
At or above NMS	%	95.2 ± 1.1	94.7 ± 1.2	95.3 ± 1.2	●	●
LBOTE students (d)						
At or above NMS	%	88.8 ± 5.6	91.1 ± 2.7	91.9 ± 2.3	●	●
Male students						
At or above NMS	%	93.5 ± 1.7	92.9 ± 2.0	93.5 ± 1.8	●	●
Female students						
At or above NMS	%	96.0 ± 1.2	96.1 ± 1.2	96.4 ± 1.2	●	●

TABLE 4A.50

Table 4A.50 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	558.2 ± 10.1	561.8 ± 8.5	558.6 ± 8.3	•	•
At or above NMS	%	96.3 ± 1.4	96.8 ± 1.3	95.7 ± 1.5	•	•
Indigenous students (c)						
Mean scale score	no.	519.4 ± 16.5	514.6 ± 16.9	507.4 ± 14.2	•	•
At or above NMS	%	94.3 ± 4.8	86.1 ± 6.9	84.1 ± 7.9	↓	•
Non-Indigenous students						
Mean scale score	no.	559.2 ± 10.2	563.0 ± 8.3	559.8 ± 8.3	•	•
At or above NMS	%	96.4 ± 1.4	97.1 ± 1.3	96.0 ± 1.4	•	•
LBOTE students (d)						
At or above NMS	%	95.2 ± 3.3	95.6 ± 2.3	93.4 ± 3.0	•	•
Male students						
At or above NMS	%	95.0 ± 2.0	95.8 ± 1.9	94.3 ± 2.1	•	•
Female students						
At or above NMS	%	97.6 ± 1.1	97.8 ± 1.0	97.1 ± 1.4	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	601.9 ± 10.0	597.9 ± 9.8	597.0 ± 8.8	•	•
At or above NMS	%	96.6 ± 1.3	94.4 ± 1.9	94.7 ± 1.7	•	•
Indigenous students (c)						
Mean scale score	no.	552.8 ± 17.7	554.2 ± 13.7	539.5 ± 12.5	•	•
At or above NMS	%	84.2 ± 9.0	89.0 ± 8.0	82.4 ± 9.9	•	•
Non-Indigenous students						
Mean scale score	no.	603.1 ± 9.8	599.1 ± 9.7	598.5 ± 8.8	•	•
At or above NMS	%	96.9 ± 1.1	94.6 ± 1.8	94.9 ± 1.6	•	•
LBOTE students (d)						
At or above NMS	%	96.6 ± 2.6	90.1 ± 3.8	92.3 ± 3.0	↓	•
Male students						
At or above NMS	%	95.4 ± 1.8	92.9 ± 2.5	93.1 ± 2.4	•	•
Female students						
At or above NMS	%	97.9 ± 1.1	96.0 ± 1.7	96.3 ± 1.3	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.50

Table 4A.50 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.51

Table 4A.51 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	306.6 ± 19.9	322.6 ± 18.9	332.2 ± 19.8	•	•
At or above NMS	%	62.7 ± 6.5	67.6 ± 6.3	68.9 ± 6.3	•	•
Indigenous students (c)						
Mean scale score	no.	208.1 ± 19.5	236.0 ± 18.2	242.4 ± 20.8	↑	•
At or above NMS	%	30.4 ± 6.0	39.9 ± 6.5	39.6 ± 6.6	•	•
Non-Indigenous students						
Mean scale score	no.	382.5 ± 8.1	391.0 ± 9.4	400.2 ± 9.3	↑	•
At or above NMS	%	88.2 ± 2.8	89.3 ± 2.7	90.8 ± 2.4	•	•
LBOTE students (d)						
At or above NMS	%	35.7 ± 7.7	46.3 ± 7.7	46.1 ± 7.9	•	•
Male students						
At or above NMS	%	60.1 ± 6.8	64.2 ± 6.8	65.0 ± 6.6	•	•
Female students						
At or above NMS	%	65.5 ± 6.5	71.1 ± 6.1	72.7 ± 6.4	•	•
<i>Year 5</i>						
All students						
Mean scale score	no.	405.1 ± 18.0	403.3 ± 19.8	404.8 ± 23.2	•	•
At or above NMS	%	62.5 ± 6.6	61.8 ± 7.1	61.3 ± 7.2	•	•
Indigenous students (c)						
Mean scale score	no.	307.3 ± 17.7	317.7 ± 21.0	310.2 ± 26.1	•	•
At or above NMS	%	25.8 ± 5.7	28.5 ± 6.2	27.4 ± 6.2	•	•
Non-Indigenous students						
Mean scale score	no.	474.5 ± 6.9	473.7 ± 6.9	482.3 ± 8.1	•	•
At or above NMS	%	88.9 ± 2.5	89.1 ± 2.4	89.0 ± 2.6	•	•
LBOTE students (d)						
At or above NMS	%	31.3 ± 8.1	34.9 ± 7.6	33.5 ± 7.8	•	•
Male students						
At or above NMS	%	60.2 ± 6.4	58.0 ± 7.4	57.8 ± 7.5	•	•
Female students						
At or above NMS	%	65.1 ± 7.0	65.6 ± 7.2	65.0 ± 7.2	•	•

TABLE 4A.51

Table 4A.51 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	468.4 ± 21.9	480.2 ± 19.3	474.3 ± 22.2	•	•
At or above NMS	%	67.1 ± 9.4	71.0 ± 8.4	69.0 ± 8.9	•	•
Indigenous students (c)						
Mean scale score	no.	386.1 ± 17.6	408.7 ± 16.5	397.3 ± 22.7	•	•
At or above NMS	%	32.4 ± 8.6	42.9 ± 8.3	39.1 ± 9.7	•	•
Non-Indigenous students						
Mean scale score	no.	531.0 ± 10.8	534.8 ± 13.0	530.8 ± 13.2	•	•
At or above NMS	%	93.5 ± 2.8	92.4 ± 3.7	90.8 ± 3.3	•	•
LBOTE students (d)						
At or above NMS	%	38.2 ± 13.1	46.3 ± 11.6	43.2 ± 11.7	•	•
Male students						
At or above NMS	%	65.5 ± 9.0	69.2 ± 9.0	66.4 ± 8.9	•	•
Female students						
At or above NMS	%	69.0 ± 9.9	72.9 ± 8.2	71.8 ± 9.2	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	524.2 ± 21.6	525.8 ± 16.8	516.0 ± 20.2	•	•
At or above NMS	%	69.9 ± 8.3	69.1 ± 8.1	65.3 ± 8.7	•	•
Indigenous students (c)						
Mean scale score	no.	446.5 ± 23.3	452.5 ± 17.3	433.5 ± 19.3	•	•
At or above NMS	%	37.9 ± 9.6	37.2 ± 9.1	29.1 ± 8.9	•	•
Non-Indigenous students						
Mean scale score	no.	578.1 ± 9.7	572.7 ± 10.5	566.9 ± 14.1	•	•
At or above NMS	%	92.2 ± 2.3	89.3 ± 5.1	87.7 ± 5.2	•	•
LBOTE students (d)						
At or above NMS	%	46.2 ± 14.6	44.7 ± 12.9	37.7 ± 13.2	•	•
Male students						
At or above NMS	%	68.5 ± 8.3	65.8 ± 8.6	61.8 ± 8.6	•	•
Female students						
At or above NMS	%	71.4 ± 8.5	72.5 ± 8.1	69.3 ± 9.4	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically.

Table 4A.51 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

	2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
				<i>2008 to 2012</i>	<i>2011 to 2012</i>

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.52

Table 4A.52 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	400.5 ± 1.2	415.7 ± 1.2	419.6 ± 1.1	↑	●
At or above NMS	%	92.1 ± 0.3	93.8 ± 0.2	93.6 ± 0.2	↑	●
Indigenous students (c)						
Mean scale score	no.	313.7 ± 4.9	331.6 ± 4.0	333.3 ± 4.1	↑	●
At or above NMS	%	68.3 ± 2.0	76.3 ± 1.7	74.2 ± 1.6	↑	●
Non-Indigenous students						
Mean scale score	no.	405.0 ± 1.1	420.4 ± 1.1	424.2 ± 1.0	↑	●
At or above NMS	%	93.5 ± 0.2	94.9 ± 0.2	94.7 ± 0.2	↑	●
LBOTE students (d)						
At or above NMS	%	90.4 ± 0.7	92.1 ± 0.6	91.9 ± 0.5	↑	●
Male students						
At or above NMS	%	90.3 ± 0.3	92.1 ± 0.3	91.9 ± 0.3	↑	●
Female students						
At or above NMS	%	94.1 ± 0.2	95.6 ± 0.2	95.5 ± 0.2	↑	●
<i>Year 5</i>						
All students						
Mean scale score	no.	484.4 ± 1.1	488.1 ± 1.1	493.6 ± 1.1	↑	●
At or above NMS	%	91.0 ± 0.3	91.5 ± 0.3	91.6 ± 0.3	●	●
Indigenous students (c)						
Mean scale score	no.	403.4 ± 4.1	409.8 ± 4.1	409.0 ± 5.5	●	●
At or above NMS	%	63.4 ± 1.8	66.4 ± 1.7	64.7 ± 1.9	●	●
Non-Indigenous students						
Mean scale score	no.	488.7 ± 1.0	492.3 ± 1.0	498.0 ± 1.0	↑	●
At or above NMS	%	92.6 ± 0.2	92.9 ± 0.2	93.1 ± 0.2	●	●
LBOTE students (d)						
At or above NMS	%	87.5 ± 0.7	89.1 ± 0.6	89.0 ± 0.6	●	●
Male students						
At or above NMS	%	89.3 ± 0.3	89.5 ± 0.4	89.5 ± 0.4	●	●
Female students						
At or above NMS	%	92.8 ± 0.3	93.5 ± 0.3	93.9 ± 0.2	↑	●

TABLE 4A.52

Table 4A.52 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	536.5 ± 1.4	540.2 ± 1.3	541.5 ± 1.3	•	•
At or above NMS	%	94.2 ± 0.3	94.7 ± 0.3	94.1 ± 0.2	•	•
Indigenous students (c)						
Mean scale score	no.	466.5 ± 4.2	475.3 ± 2.6	474.8 ± 3.4	•	•
At or above NMS	%	71.9 ± 2.0	77.1 ± 1.4	75.4 ± 1.6	•	•
Non-Indigenous students						
Mean scale score	no.	540.2 ± 1.3	543.7 ± 1.3	545.0 ± 1.3	•	•
At or above NMS	%	95.4 ± 0.2	95.7 ± 0.2	95.1 ± 0.2	•	•
LBOTE students (d)						
At or above NMS	%	90.8 ± 0.8	92.0 ± 0.6	91.4 ± 0.7	•	•
Male students						
At or above NMS	%	92.8 ± 0.3	93.4 ± 0.3	92.5 ± 0.3	•	•
Female students						
At or above NMS	%	95.6 ± 0.2	96.0 ± 0.2	95.8 ± 0.2	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	578.0 ± 1.5	579.5 ± 1.5	574.8 ± 1.5	•	•
At or above NMS	%	92.9 ± 0.4	92.4 ± 0.3	91.4 ± 0.4	•	•
Indigenous students (c)						
Mean scale score	no.	513.8 ± 4.6	518.1 ± 2.7	509.8 ± 3.2	•	↓
At or above NMS	%	70.7 ± 2.1	71.9 ± 1.6	67.2 ± 1.9	•	↓
Non-Indigenous students						
Mean scale score	no.	581.3 ± 1.5	582.5 ± 1.5	578.0 ± 1.5	•	•
At or above NMS	%	94.2 ± 0.3	93.5 ± 0.3	92.7 ± 0.3	↓	•
LBOTE students (d)						
At or above NMS	%	90.0 ± 0.8	89.0 ± 0.9	87.6 ± 0.9	↓	•
Male students						
At or above NMS	%	91.5 ± 0.4	90.9 ± 0.4	89.4 ± 0.5	↓	•
Female students						
At or above NMS	%	94.4 ± 0.3	94.0 ± 0.3	93.5 ± 0.3	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.52

Table 4A.52 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for reading, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement	
				2008 to 2012	2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.53

Table 4A.53 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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>
Year 3 - Year 5 - Year 7									
All students									
2008 Year 3	412.3 ± 1.8	419.9 ± 1.6	371.1 ± 2.6	386.7 ± 3.1	400.5 ± 3.3	401.2 ± 4.9	421.0 ± 5.9	306.6 ± 19.9	400.5 ± 1.2
2010 Year 5	496.2 ± 1.9	502.2 ± 1.7	468.7 ± 2.1	477.5 ± 2.8	476.5 ± 3.0	484.6 ± 5.5	508.6 ± 5.5	412.1 ± 18.1	487.4 ± 1.1
2012 Year 7	546.1 ± 2.9	548.3 ± 2.6	532.7 ± 2.0	537.8 ± 3.0	537.0 ± 2.9	540.6 ± 7.4	558.6 ± 8.3	474.3 ± 22.2	541.5 ± 1.3
Gain 2008-2010	83.9 ± 8.2	82.3 ± 8.1	97.6 ± 8.4	90.8 ± 8.8	76.0 ± 9.0	83.4 ± 10.7	87.6 ± 11.1	105.5 ± 27.7	86.9 ± 7.9
Gain 2010-2012	49.9 ± 7.8	46.1 ± 7.6	64.0 ± 7.5	60.3 ± 8.1	60.5 ± 8.1	56.0 ± 11.6	50.0 ± 12.1	62.2 ± 29.5	54.1 ± 7.1
Indigenous students (d)									
2008 Year 3	347.5 ± 3.6	368.9 ± 6.3	309.5 ± 7.6	292.7 ± 7.1	329.7 ± 8.7	376.6 ± 9.4	359.5 ± 17.6	208.1 ± 19.5	313.7 ± 4.9
2010 Year 5	433.3 ± 3.4	454.4 ± 6.5	411.3 ± 4.7	387.3 ± 6.1	408.8 ± 7.5	451.9 ± 8.8	430.6 ± 14.7	326.7 ± 18.8	409.6 ± 3.8
2012 Year 7	489.9 ± 3.2	504.3 ± 5.5	478.0 ± 4.0	462.0 ± 5.2	478.4 ± 7.6	505.0 ± 7.9	507.4 ± 14.2	397.3 ± 22.7	474.8 ± 3.4
Gain 2008-2010	85.8 ± 9.2	85.5 ± 11.9	101.8 ± 11.8	94.6 ± 12.2	79.1 ± 13.9	75.3 ± 15.0	71.1 ± 24.1	118.6 ± 28.2	95.9 ± 10.0
Gain 2010-2012	56.6 ± 8.4	49.9 ± 11.0	66.7 ± 9.3	74.7 ± 10.6	69.6 ± 12.8	53.1 ± 13.7	76.8 ± 21.6	70.6 ± 30.3	65.2 ± 8.6
Non-Indigenous students									
2008 Year 3	414.9 ± 1.7	420.6 ± 1.6	375.9 ± 2.4	394.5 ± 2.7	403.9 ± 3.1	403.4 ± 5.2	422.8 ± 5.7	382.5 ± 8.1	405.0 ± 1.1
2010 Year 5	498.7 ± 1.9	502.7 ± 1.7	473.4 ± 1.9	484.5 ± 2.6	479.1 ± 2.9	488.0 ± 5.3	510.4 ± 5.4	475.4 ± 6.1	491.4 ± 1.0
2012 Year 7	548.7 ± 2.9	549.1 ± 2.6	536.8 ± 1.9	543.3 ± 2.9	539.5 ± 2.8	542.8 ± 6.8	559.8 ± 8.3	530.8 ± 13.2	545.0 ± 1.3
Gain 2008-2010	83.8 ± 8.2	82.1 ± 8.1	97.5 ± 8.4	90.0 ± 8.6	75.2 ± 8.9	84.6 ± 10.7	87.6 ± 11.0	92.9 ± 12.8	86.4 ± 7.9
Gain 2010-2012	50.0 ± 7.8	46.4 ± 7.6	63.4 ± 7.4	58.8 ± 7.9	60.4 ± 8.0	54.8 ± 11.1	49.4 ± 12.1	55.4 ± 16.1	53.6 ± 7.1
Year 5 - Year 7 - Year 9									
All students									
2008 Year 5	494.7 ± 1.9	496.7 ± 1.6	466.1 ± 2.3	473.6 ± 2.8	477.9 ± 3.0	476.4 ± 4.9	503.3 ± 5.6	405.1 ± 18.0	484.4 ± 1.1
2010 Year 7	548.6 ± 3.0	553.3 ± 2.8	537.5 ± 1.9	544.5 ± 3.0	543.2 ± 2.8	541.8 ± 7.5	567.3 ± 8.5	487.7 ± 19.1	546.0 ± 1.4
2012 Year 9	577.9 ± 2.8	581.6 ± 3.0	566.8 ± 3.1	572.2 ± 4.7	570.1 ± 5.0	570.6 ± 7.4	597.0 ± 8.8	516.0 ± 20.2	574.8 ± 1.5
Gain 2008-2010	53.9 ± 6.7	56.6 ± 6.5	71.4 ± 6.4	70.9 ± 7.0	65.3 ± 7.0	65.4 ± 10.5	64.0 ± 11.6	82.6 ± 26.6	61.6 ± 5.9

TABLE 4A.53

Table 4A.53 Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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>
Gain 2010-2012	29.3 ± 6.9	28.3 ± 6.9	29.3 ± 6.6	27.7 ± 7.8	26.9 ± 7.9	28.8 ± 11.9	29.7 ± 13.4	28.3 ± 28.4	28.8 ± 5.9
Indigenous students (d)									
2008 Year 5	432.8 ± 3.5	449.7 ± 6.3	404.4 ± 6.4	381.3 ± 5.8	405.9 ± 9.8	456.6 ± 9.8	441.9 ± 16.7	307.3 ± 17.7	403.4 ± 4.1
2010 Year 7	488.3 ± 3.1	504.9 ± 5.3	480.8 ± 3.8	463.5 ± 5.8	482.3 ± 7.5	502.9 ± 8.7	511.3 ± 16.4	412.4 ± 16.6	477.0 ± 2.8
2012 Year 9	522.2 ± 3.3	539.2 ± 6.6	513.8 ± 4.6	494.8 ± 7.2	511.9 ± 8.0	536.8 ± 9.2	539.5 ± 12.5	433.5 ± 19.3	509.8 ± 3.2
Gain 2008-2010	55.5 ± 7.4	55.2 ± 10.0	76.4 ± 9.4	82.2 ± 10.0	76.4 ± 13.6	46.3 ± 14.3	69.4 ± 24.0	105.1 ± 24.9	73.6 ± 7.6
Gain 2010-2012	33.9 ± 7.2	34.3 ± 10.1	33.0 ± 8.1	31.3 ± 10.7	29.6 ± 12.3	33.9 ± 13.8	28.2 ± 21.4	21.1 ± 26.0	32.8 ± 7.0
Non-Indigenous students									
2008 Year 5	497.4 ± 1.8	497.3 ± 1.6	470.9 ± 2.2	481.4 ± 2.4	481.0 ± 2.8	480.1 ± 4.9	504.9 ± 5.5	474.5 ± 6.9	488.7 ± 1.0
2010 Year 7	551.2 ± 3.0	554.0 ± 2.7	541.9 ± 1.8	550.3 ± 2.8	545.3 ± 2.8	546.7 ± 7.1	568.8 ± 8.4	539.2 ± 10.6	549.6 ± 1.3
2012 Year 9	580.7 ± 2.8	582.3 ± 3.0	570.6 ± 3.0	576.8 ± 4.3	572.1 ± 4.7	573.6 ± 7.1	598.5 ± 8.8	566.9 ± 14.1	578.0 ± 1.5
Gain 2008-2010	53.8 ± 6.7	56.7 ± 6.5	71.0 ± 6.4	68.9 ± 6.8	64.3 ± 6.9	66.6 ± 10.3	63.9 ± 11.5	64.7 ± 13.8	60.9 ± 5.9
Gain 2010-2012	29.5 ± 6.9	28.3 ± 6.8	28.7 ± 6.5	26.5 ± 7.5	26.8 ± 7.8	26.9 ± 11.4	29.7 ± 13.4	27.7 ± 18.4	28.4 ± 5.9
Year 3 - Year 5									
All students									
2010 Year 3	421.7 ± 1.8	430.6 ± 1.8	393.0 ± 2.4	398.7 ± 3.2	401.6 ± 3.3	414.0 ± 5.6	439.1 ± 6.6	328.7 ± 18.0	414.3 ± 1.1
2012 Year 5	499.8 ± 1.9	504.1 ± 1.7	480.3 ± 2.3	482.6 ± 3.0	483.9 ± 3.1	491.7 ± 5.4	519.0 ± 7.0	404.8 ± 23.2	493.6 ± 1.1
Gain 2010-2012	78.1 ± 8.3	73.5 ± 8.2	87.3 ± 8.5	83.9 ± 9.0	82.3 ± 9.1	77.7 ± 11.0	79.9 ± 12.4	76.1 ± 30.4	79.3 ± 8.0
Indigenous students (d)									
2010 Year 3	357.8 ± 3.9	374.3 ± 6.5	333.2 ± 4.4	308.4 ± 6.8	330.4 ± 9.3	376.5 ± 11.1	374.8 ± 20.6	246.3 ± 17.6	330.8 ± 4.3
2012 Year 5	438.5 ± 3.7	450.2 ± 5.2	413.0 ± 5.6	386.6 ± 7.0	410.4 ± 7.9	452.8 ± 9.0	459.7 ± 17.7	310.2 ± 26.1	409.0 ± 5.5
Gain 2010-2012	80.7 ± 9.5	75.9 ± 11.4	79.8 ± 10.6	78.2 ± 12.5	80.0 ± 14.5	76.3 ± 16.4	84.9 ± 28.3	63.9 ± 32.5	78.2 ± 10.5
Non-Indigenous students									
2010 Year 3	424.4 ± 1.8	431.2 ± 1.8	397.7 ± 2.3	407.0 ± 2.9	404.2 ± 3.2	416.5 ± 5.4	440.5 ± 6.5	392.0 ± 7.8	418.6 ± 1.0
2012 Year 5	502.8 ± 1.9	504.9 ± 1.7	485.3 ± 2.2	490.2 ± 2.7	486.8 ± 3.0	493.8 ± 5.1	520.3 ± 7.0	482.3 ± 8.1	498.0 ± 1.0

TABLE 4A.53

Table 4A.53 **Mean scale score gain for reading, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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>
Gain 2010-2012	78.4 ± 8.3	73.7 ± 8.2	87.6 ± 8.5	83.2 ± 8.8	82.6 ± 9.0	77.3 ± 10.8	79.8 ± 12.4	90.3 ± 13.7	79.4 ± 8.0

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (b) The mean scale scores for 2008 , 2010 and 2012 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2008 to 2010 of 23.1 ± 2.7). Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.
- (d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

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

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2012 (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>
Year 3									
Average age (d)	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 8 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
Years of schooling (d)	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>
All students	96.3 ± 0.3	96.1 ± 0.3	94.7 ± 0.4	94.7 ± 0.6	95.3 ± 0.7	95.6 ± 0.8	96.4 ± 1.0	69.3 ± 6.9	95.3 ± 0.2
Indigenous students (e)	87.4 ± 1.8	90.5 ± 2.2	81.7 ± 2.5	71.2 ± 3.6	79.5 ± 4.6	90.4 ± 3.4	88.4 ± 6.9	37.1 ± 7.3	78.3 ± 1.7
Non-Indigenous students	96.7 ± 0.2	96.6 ± 0.3	95.7 ± 0.3	96.3 ± 0.4	96.0 ± 0.6	96.0 ± 0.8	96.6 ± 0.9	93.5 ± 2.1	96.4 ± 0.1
LBOTE students (f)	96.2 ± 0.4	95.2 ± 0.5	90.7 ± 2.0	93.3 ± 1.3	92.2 ± 2.2	94.0 ± 3.1	95.0 ± 1.9	43.2 ± 8.6	93.7 ± 0.5
Male students	94.6 ± 0.4	94.6 ± 0.5	92.7 ± 0.6	92.9 ± 0.8	93.5 ± 1.0	93.4 ± 1.3	94.8 ± 1.6	63.7 ± 7.5	93.6 ± 0.3
Female students	98.0 ± 0.2	97.7 ± 0.2	96.9 ± 0.3	96.5 ± 0.5	97.2 ± 0.5	97.9 ± 0.7	98.2 ± 0.7	75.1 ± 6.8	97.2 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 3 m</i>	<i>10 y 5 m</i>	<i>10 y 7 m</i>	<i>10 y 11 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling (d)	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>
All students	93.8 ± 0.4	94.5 ± 0.4	88.3 ± 0.7	91.0 ± 0.8	90.6 ± 1.0	92.1 ± 1.2	93.6 ± 1.5	62.2 ± 7.2	92.1 ± 0.3
Indigenous students (e)	78.7 ± 1.9	81.7 ± 3.1	65.3 ± 3.3	58.9 ± 3.5	65.7 ± 5.5	85.2 ± 3.7	74.3 ± 9.5	28.8 ± 6.4	66.3 ± 1.9
Non-Indigenous students	94.6 ± 0.3	95.0 ± 0.4	90.0 ± 0.6	93.5 ± 0.6	91.6 ± 0.9	92.8 ± 1.1	94.1 ± 1.5	89.5 ± 2.6	93.6 ± 0.2
LBOTE students (f)	95.0 ± 0.5	94.5 ± 0.6	84.4 ± 3.0	90.2 ± 1.7	87.5 ± 2.3	93.7 ± 3.4	92.2 ± 2.6	35.3 ± 8.2	91.7 ± 0.6
Male students	91.2 ± 0.5	92.1 ± 0.6	84.2 ± 1.0	87.7 ± 1.0	86.7 ± 1.4	88.4 ± 1.9	90.9 ± 2.3	56.9 ± 7.5	89.0 ± 0.4
Female students	96.6 ± 0.3	97.1 ± 0.3	92.9 ± 0.6	94.3 ± 0.7	94.7 ± 0.8	96.0 ± 0.9	96.3 ± 1.2	67.9 ± 7.2	95.4 ± 0.2
Year 7									
Average age (d)	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 1 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 11 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 6 m</i>
Years of schooling (d)	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>6 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 2 m</i>
All students	90.2 ± 0.7	91.8 ± 0.7	88.8 ± 0.7	90.6 ± 0.8	90.2 ± 0.9	87.7 ± 2.1	89.8 ± 2.5	60.3 ± 9.8	89.9 ± 0.4
Indigenous students (e)	68.3 ± 2.2	76.9 ± 3.4	67.1 ± 3.1	59.6 ± 4.1	67.4 ± 5.2	79.1 ± 4.2	71.9 ± 10.6	25.3 ± 8.5	63.7 ± 1.8
Non-Indigenous students	91.3 ± 0.6	92.2 ± 0.6	90.4 ± 0.6	92.7 ± 0.7	91.2 ± 0.9	88.7 ± 2.0	90.2 ± 2.4	85.8 ± 4.4	91.4 ± 0.3

TABLE 4A.54

Table 4A.54 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, 2012 (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>
LBOTE students (f)	92.4 ± 0.9	92.3 ± 1.0	83.1 ± 2.9	90.0 ± 1.7	88.0 ± 2.2	80.9 ± 9.5	88.9 ± 3.7	33.3 ± 13.0	89.7 ± 0.7
Male students	85.8 ± 1.0	87.9 ± 1.0	84.3 ± 0.9	86.6 ± 1.2	86.2 ± 1.4	81.8 ± 2.9	84.9 ± 3.9	54.3 ± 9.7	85.7 ± 0.5
Female students	94.7 ± 0.5	95.8 ± 0.4	93.6 ± 0.6	94.7 ± 0.7	94.4 ± 0.8	93.8 ± 1.6	94.9 ± 1.9	66.5 ± 10.1	94.4 ± 0.3
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 4 m	14 y 7 m	14 y 10 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	81.5 ± 1.1	85.9 ± 1.0	78.3 ± 1.4	82.7 ± 1.8	81.0 ± 2.4	78.7 ± 3.5	83.4 ± 3.6	55.0 ± 8.8	81.7 ± 0.6
Indigenous students (e)	51.5 ± 2.5	66.2 ± 5.1	50.3 ± 2.7	44.2 ± 5.3	49.6 ± 5.8	61.6 ± 5.6	63.9 ± 10.8	19.8 ± 6.4	48.8 ± 1.7
Non-Indigenous students	83.1 ± 1.0	86.4 ± 1.0	80.4 ± 1.3	85.2 ± 1.5	82.3 ± 2.2	80.5 ± 3.2	83.8 ± 3.5	76.7 ± 6.5	83.4 ± 0.6
LBOTE students (f)	85.1 ± 1.5	86.6 ± 1.5	73.4 ± 4.5	83.2 ± 2.5	78.5 ± 4.5	69.8 ± 11.1	83.3 ± 5.3	34.1 ± 13.4	83.1 ± 1.1
Male students	74.9 ± 1.5	80.2 ± 1.5	70.3 ± 1.9	76.4 ± 2.5	74.6 ± 3.1	71.0 ± 4.5	76.6 ± 5.1	48.4 ± 8.3	75.0 ± 0.9
Female students	88.6 ± 0.9	91.9 ± 0.8	86.7 ± 1.1	89.4 ± 1.5	87.8 ± 2.0	86.6 ± 3.1	90.3 ± 2.7	62.4 ± 9.9	88.7 ± 0.5

LBOTE = Language Background Other Than English.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.55

Table 4A.55 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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									
Indigenous students									
Metropolitan	90.4 ± 2.0	92.6 ± 3.0	85.9 ± 2.3	80.4 ± 4.0	85.0 ± 5.4	87.9 ± 7.8	88.0 ± 7.0	..	87.3 ± 1.3
Provincial	86.1 ± 2.1	88.8 ± 3.4	85.9 ± 2.9	78.5 ± 5.1	81.6 ± 6.9	91.8 ± 3.3	np	77.4 ± 8.2	85.2 ± 1.4
Remote	72.0 ± 15.7	np	63.0 ± 11.9	65.4 ± 8.6	np	np	..	53.1 ± 10.6	63.2 ± 5.4
Very remote	75.9 ± 24.9	..	60.8 ± 11.8	54.8 ± 7.8	49.3 ± 16.1	np	..	17.2 ± 4.9	40.2 ± 6.4
Total	87.4 ± 1.8	90.5 ± 2.2	81.7 ± 2.5	71.2 ± 3.6	79.5 ± 4.6	90.4 ± 3.4	88.4 ± 6.9	37.1 ± 7.3	78.3 ± 1.7
Non-Indigenous students									
Metropolitan	97.0 ± 0.3	96.7 ± 0.4	96.1 ± 0.4	96.6 ± 0.5	96.1 ± 0.8	96.1 ± 1.3	96.6 ± 0.9	..	96.6 ± 0.2
Provincial	95.8 ± 0.5	96.2 ± 0.6	94.9 ± 0.6	95.7 ± 0.9	95.6 ± 1.0	95.9 ± 0.9	np	93.0 ± 2.7	95.6 ± 0.3
Remote	95.2 ± 3.8	99.3 ± 3.2	94.7 ± 2.0	95.5 ± 1.6	96.8 ± 1.9	97.8 ± 3.7	..	95.2 ± 3.0	95.5 ± 0.9
Very remote	97.8 ± 4.6	..	94.4 ± 3.1	93.6 ± 3.0	94.5 ± 3.6	np	..	93.8 ± 4.1	94.3 ± 1.7
Total	96.7 ± 0.2	96.6 ± 0.3	95.7 ± 0.3	96.3 ± 0.4	96.0 ± 0.6	96.0 ± 0.8	96.6 ± 0.9	93.5 ± 2.1	96.4 ± 0.1
All students									
Metropolitan	96.8 ± 0.3	96.3 ± 0.4	95.6 ± 0.5	96.0 ± 0.5	95.7 ± 0.8	95.6 ± 1.4	96.4 ± 1.0	..	96.2 ± 0.2
Provincial	94.7 ± 0.5	95.5 ± 0.6	94.0 ± 0.7	94.4 ± 1.1	94.8 ± 1.1	95.6 ± 1.0	np	90.1 ± 3.5	94.6 ± 0.3
Remote	86.2 ± 9.2	99.3 ± 3.1	87.6 ± 5.0	89.0 ± 3.8	95.9 ± 2.5	96.8 ± 4.4	..	77.5 ± 9.1	87.7 ± 2.5
Very remote	87.4 ± 14.0	..	75.0 ± 8.9	72.2 ± 7.6	73.8 ± 11.5	np	..	27.3 ± 10.7	59.2 ± 6.4
Total	96.3 ± 0.3	96.1 ± 0.3	94.7 ± 0.4	94.7 ± 0.6	95.3 ± 0.7	95.6 ± 0.8	96.4 ± 1.0	69.3 ± 6.9	95.3 ± 0.2
Year 5									
Indigenous students									
Metropolitan	84.4 ± 2.2	82.5 ± 4.3	70.2 ± 3.6	70.6 ± 4.6	70.5 ± 6.1	83.6 ± 6.0	74.0 ± 9.7	..	77.3 ± 1.8
Provincial	75.4 ± 2.9	81.0 ± 4.1	68.5 ± 4.7	68.2 ± 5.0	68.4 ± 8.9	85.8 ± 4.6	np	64.7 ± 6.9	73.3 ± 2.0
Remote	65.7 ± 9.5	np	47.9 ± 13.5	52.5 ± 9.7	np	np	..	47.0 ± 11.2	53.2 ± 6.1

TABLE 4A.55

Table 4A.55 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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>
Very remote	48.9 ± 18.9	..	46.0 ± 11.3	35.9 ± 7.5	30.4 ± 18.4	np	..	9.9 ± 3.8	24.9 ± 4.8
Total	78.7 ± 1.9	81.7 ± 3.1	65.3 ± 3.3	58.9 ± 3.5	65.7 ± 5.5	85.2 ± 3.7	74.3 ± 9.5	28.8 ± 6.4	66.3 ± 1.9
Non-Indigenous students									
Metropolitan	95.4 ± 0.3	95.4 ± 0.5	90.9 ± 0.8	94.1 ± 0.6	92.3 ± 1.1	93.2 ± 1.8	94.1 ± 1.5	..	94.3 ± 0.2
Provincial	92.1 ± 0.7	93.8 ± 0.7	88.0 ± 1.1	92.2 ± 1.2	90.1 ± 1.5	92.4 ± 1.5	np	88.5 ± 3.3	91.6 ± 0.4
Remote	89.4 ± 4.9	96.2 ± 7.7	88.3 ± 3.0	91.0 ± 2.9	90.3 ± 3.5	94.4 ± 5.7	..	92.5 ± 3.7	90.6 ± 1.6
Very remote	93.0 ± 6.5	..	85.2 ± 6.6	86.9 ± 4.7	79.1 ± 9.6	np	..	92.6 ± 6.6	86.7 ± 3.2
Total	94.6 ± 0.3	95.0 ± 0.4	90.0 ± 0.6	93.5 ± 0.6	91.6 ± 0.9	92.8 ± 1.1	94.1 ± 1.5	89.5 ± 2.6	93.6 ± 0.2
All students									
Metropolitan	95.0 ± 0.4	95.0 ± 0.5	89.9 ± 0.8	93.1 ± 0.7	91.6 ± 1.2	92.5 ± 2.0	93.6 ± 1.5	..	93.7 ± 0.3
Provincial	90.4 ± 0.8	93.2 ± 0.7	86.2 ± 1.2	90.3 ± 1.4	89.2 ± 1.7	91.8 ± 1.5	np	83.8 ± 3.9	90.2 ± 0.5
Remote	79.9 ± 6.7	96.2 ± 7.7	78.2 ± 6.3	81.7 ± 5.0	89.7 ± 3.8	93.9 ± 6.4	..	73.0 ± 9.6	81.0 ± 3.0
Very remote	72.0 ± 18.0	..	62.6 ± 8.7	58.1 ± 8.4	54.9 ± 14.5	np	..	18.9 ± 10.3	45.0 ± 6.3
Total	93.8 ± 0.4	94.5 ± 0.4	88.3 ± 0.7	91.0 ± 0.8	90.6 ± 1.0	92.1 ± 1.2	93.6 ± 1.5	62.2 ± 7.2	92.1 ± 0.3
Year 7									
Indigenous students									
Metropolitan	74.4 ± 2.9	79.1 ± 5.2	74.3 ± 3.0	71.6 ± 4.8	75.3 ± 4.9	78.3 ± 7.6	71.9 ± 10.6	..	74.5 ± 1.7
Provincial	64.5 ± 3.1	74.8 ± 4.6	69.9 ± 4.9	67.8 ± 6.4	67.2 ± 8.9	80.4 ± 4.7	..	62.8 ± 7.5	68.0 ± 2.1
Remote	50.1 ± 10.3	np	42.9 ± 12.8	59.6 ± 9.4	np	np	..	30.9 ± 14.0	47.0 ± 7.1
Very remote	np	..	43.2 ± 11.4	34.0 ± 7.6	29.1 ± 20.0	np	..	7.1 ± 4.5	25.6 ± 5.5
Total	68.3 ± 2.2	76.9 ± 3.4	67.1 ± 3.1	59.6 ± 4.1	67.4 ± 5.2	79.1 ± 4.2	71.9 ± 10.6	25.3 ± 8.5	63.7 ± 1.8
Non-Indigenous students									
Metropolitan	92.5 ± 0.7	93.1 ± 0.7	91.3 ± 0.7	93.2 ± 0.8	92.1 ± 1.0	89.6 ± 3.5	90.2 ± 2.4	..	92.4 ± 0.4
Provincial	87.5 ± 1.2	89.2 ± 1.3	88.6 ± 0.9	91.4 ± 1.4	88.8 ± 1.6	88.1 ± 2.2	..	86.0 ± 5.5	88.6 ± 0.6

TABLE 4A.55

Table 4A.55 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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	77.4 ± 9.6	95.8 ± 5.4	87.7 ± 3.0	91.4 ± 2.6	86.6 ± 5.6	np	..	84.6 ± 7.2	88.0 ± 1.9
Very remote	np	..	88.0 ± 6.4	90.7 ± 4.1	91.0 ± 9.5	np	..	87.9 ± 8.6	89.1 ± 3.5
Total	91.3 ± 0.6	92.2 ± 0.6	90.4 ± 0.6	92.7 ± 0.7	91.2 ± 0.9	88.7 ± 2.0	90.2 ± 2.4	85.8 ± 4.4	91.4 ± 0.3
All students									
Metropolitan	91.9 ± 0.7	92.8 ± 0.7	90.5 ± 0.8	92.5 ± 0.9	91.6 ± 1.1	88.6 ± 3.7	89.8 ± 2.5	..	91.8 ± 0.4
Provincial	85.2 ± 1.4	88.5 ± 1.3	86.9 ± 1.1	89.5 ± 1.6	87.8 ± 1.8	87.1 ± 2.3	..	81.8 ± 6.2	87.0 ± 0.6
Remote	64.3 ± 8.4	95.8 ± 5.3	76.6 ± 6.6	83.8 ± 4.1	85.5 ± 5.8	82.9 ± 9.7	..	62.0 ± 16.3	77.3 ± 3.9
Very remote	58.8 ± 16.7	..	61.2 ± 10.2	58.4 ± 9.8	58.9 ± 22.0	np	..	16.0 ± 13.0	46.4 ± 6.9
Total	90.2 ± 0.7	91.8 ± 0.7	88.8 ± 0.7	90.6 ± 0.8	90.2 ± 0.9	87.7 ± 2.1	89.8 ± 2.5	60.3 ± 9.8	89.9 ± 0.4
Year 9									
Indigenous students									
Metropolitan	56.8 ± 3.1	70.5 ± 6.8	55.1 ± 4.1	53.4 ± 6.7	56.3 ± 7.1	54.2 ± 10.2	63.9 ± 10.8	..	56.9 ± 2.2
Provincial	48.7 ± 3.6	61.8 ± 7.3	48.4 ± 3.9	46.6 ± 9.3	47.2 ± 10.2	65.8 ± 6.6	..	38.4 ± 10.2	49.7 ± 2.2
Remote	26.9 ± 10.4	np	36.3 ± 13.9	36.8 ± 11.4	np	np	..	27.1 ± 11.3	32.6 ± 6.2
Very remote	np	..	31.2 ± 8.2	26.8 ± 10.3	26.8 ± 19.3	np	..	3.3 ± 2.1	17.0 ± 5.0
Total	51.5 ± 2.5	66.2 ± 5.1	50.3 ± 2.7	44.2 ± 5.3	49.6 ± 5.8	61.6 ± 5.6	63.9 ± 10.8	19.8 ± 6.4	48.8 ± 1.7
Non-Indigenous students									
Metropolitan	84.8 ± 1.2	88.0 ± 1.1	81.8 ± 1.6	86.2 ± 1.8	83.9 ± 2.7	81.1 ± 5.6	83.8 ± 3.5	..	85.0 ± 0.7
Provincial	77.6 ± 1.6	81.4 ± 2.0	77.2 ± 1.9	82.3 ± 2.7	77.7 ± 3.2	80.2 ± 3.8	..	76.8 ± 7.8	79.0 ± 0.9
Remote	59.0 ± 10.6	93.0 ± 8.9	69.0 ± 5.7	80.4 ± 4.2	77.3 ± 8.7	np	..	76.7 ± 14.3	75.9 ± 3.8
Very remote	80.0 ± 29.7	..	71.6 ± 9.9	78.8 ± 6.2	69.2 ± 15.7	np	..	76.6 ± 7.3	74.6 ± 5.3
Total	83.1 ± 1.0	86.4 ± 1.0	80.4 ± 1.3	85.2 ± 1.5	82.3 ± 2.2	80.5 ± 3.2	83.8 ± 3.5	76.7 ± 6.5	83.4 ± 0.6
All students									
Metropolitan	84.0 ± 1.2	87.7 ± 1.1	80.4 ± 1.7	85.1 ± 2.0	83.1 ± 2.9	79.2 ± 6.2	83.4 ± 3.6	..	84.1 ± 0.7

TABLE 4A.55

Table 4A.55 **Proportion of year 3, 5, 7 and 9 students who achieved at or above the national minimum standard for persuasive writing, by Indigenous status and geolocation, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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>
Provincial	74.8 ± 1.8	80.6 ± 2.0	74.5 ± 2.1	79.3 ± 3.4	76.7 ± 3.7	78.5 ± 3.9	..	68.9 ± 8.3	76.6 ± 1.0
Remote	44.7 ± 9.7	92.6 ± 9.0	60.7 ± 7.9	69.5 ± 7.9	75.3 ± 9.8	58.3 ± 11.9	..	56.5 ± 17.9	64.9 ± 5.2
Very remote	50.8 ± 39.2	..	50.1 ± 11.9	49.5 ± 12.7	50.1 ± 15.5	np	..	13.5 ± 12.8	37.9 ± 7.6
Total	81.5 ± 1.1	85.9 ± 1.0	78.3 ± 1.4	82.7 ± 1.8	81.0 ± 2.4	78.7 ± 3.5	83.4 ± 3.6	55.0 ± 8.8	81.7 ± 0.6

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.
.. Not applicable. **np** Not published.

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

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (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>
Year 3									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.2	97.7 ± 0.3	98.1 ± 0.3	98.3 ± 0.3	98.3 ± 0.7	98.4 ± 0.7	97.8 ± 0.7	95.7 ± 2.5	98.1 ± 0.1
Advanced diploma/diploma	97.6 ± 0.3	97.1 ± 0.4	96.9 ± 0.5	96.9 ± 0.6	96.8 ± 1.0	97.1 ± 1.5	94.8 ± 2.4	90.5 ± 4.8	97.1 ± 0.2
Certificate I to IV (e)	96.1 ± 0.4	95.8 ± 0.5	95.0 ± 0.5	96.3 ± 0.6	96.2 ± 0.7	95.7 ± 1.2	95.5 ± 2.0	84.1 ± 4.8	95.7 ± 0.2
Year 12 or equivalent	95.7 ± 0.6	95.1 ± 0.7	94.3 ± 0.8	94.6 ± 1.1	95.7 ± 0.8	93.3 ± 2.3	95.5 ± 2.7	86.6 ± 6.3	95.1 ± 0.3
Year 11 or equivalent or below	90.8 ± 0.9	91.9 ± 0.9	86.2 ± 1.5	87.9 ± 1.6	90.6 ± 1.7	91.8 ± 2.3	90.5 ± 5.0	53.3 ± 7.2	89.3 ± 0.5
Not stated (f)	92.3 ± 1.1	93.7 ± 1.6	91.7 ± 1.0	88.6 ± 1.9	92.2 ± 1.8	96.3 ± 2.0	95.8 ± 2.4	39.9 ± 13.2	89.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.4 ± 0.2	98.3 ± 0.3	98.3 ± 0.3	98.3 ± 0.3	98.3 ± 0.5	97.7 ± 1.0	97.9 ± 0.9	92.7 ± 3.6	98.3 ± 0.1
Other business managers and associated professionals	98.0 ± 0.2	97.4 ± 0.3	97.5 ± 0.3	97.8 ± 0.5	97.9 ± 0.5	98.2 ± 1.1	98.1 ± 0.9	91.6 ± 4.6	97.7 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	97.0 ± 0.4	97.0 ± 0.4	95.8 ± 0.5	96.3 ± 0.6	97.1 ± 0.7	96.9 ± 1.1	96.9 ± 1.5	89.1 ± 3.6	96.6 ± 0.2
Machine operators, hospitality staff, assistants, labourers	95.0 ± 0.5	94.4 ± 0.6	92.3 ± 0.8	93.5 ± 1.0	93.8 ± 1.1	94.3 ± 1.5	91.5 ± 4.3	69.2 ± 8.2	93.8 ± 0.3
Not in paid work in previous 12 months	90.8 ± 1.0	90.1 ± 1.0	84.3 ± 2.0	87.1 ± 2.4	88.5 ± 2.3	87.4 ± 4.1	90.6 ± 4.2	50.1 ± 7.4	88.4 ± 0.6
Not stated (h)	92.0 ± 0.8	93.3 ± 2.0	91.4 ± 0.9	90.0 ± 1.4	90.7 ± 1.7	94.8 ± 2.1	94.6 ± 2.2	40.5 ± 11.5	90.1 ± 0.7
Year 5									
Parental education (d)									
Bachelor degree or above	97.4 ± 0.3	97.4 ± 0.3	95.7 ± 0.5	96.9 ± 0.5	97.1 ± 0.8	97.6 ± 0.9	96.7 ± 1.2	92.1 ± 2.7	97.0 ± 0.2
Advanced diploma/diploma	96.0 ± 0.4	95.7 ± 0.6	91.8 ± 1.0	95.0 ± 0.8	94.0 ± 1.4	94.6 ± 2.2	94.0 ± 2.7	89.8 ± 4.7	95.0 ± 0.3

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (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>
Certificate I to IV (e)	93.4 ± 0.5	93.9 ± 0.5	88.0 ± 0.9	92.4 ± 0.9	91.2 ± 1.1	92.7 ± 1.5	89.7 ± 3.0	80.1 ± 4.4	92.2 ± 0.3
Year 12 or equivalent	93.6 ± 0.8	94.0 ± 0.8	86.3 ± 1.3	91.3 ± 1.4	92.6 ± 1.4	88.6 ± 3.8	92.1 ± 3.2	84.2 ± 7.5	92.0 ± 0.5
Year 11 or equivalent or below	85.0 ± 1.0	88.2 ± 1.1	74.8 ± 1.9	81.2 ± 2.1	82.2 ± 2.2	84.3 ± 2.6	78.5 ± 7.0	42.9 ± 8.0	83.1 ± 0.7
Not stated (f)	90.7 ± 1.0	93.7 ± 1.4	83.9 ± 1.7	83.2 ± 1.9	86.2 ± 2.1	92.6 ± 3.5	92.4 ± 3.1	36.0 ± 13.2	85.3 ± 1.1
Parental occupation (g)									
Senior management and qualified professionals	97.7 ± 0.3	97.8 ± 0.4	95.7 ± 0.6	97.0 ± 0.5	96.9 ± 0.8	97.2 ± 1.1	96.7 ± 1.5	91.3 ± 2.8	97.2 ± 0.2
Other business managers and associated professionals	96.5 ± 0.4	96.7 ± 0.4	93.4 ± 0.7	95.5 ± 0.6	95.0 ± 0.9	95.7 ± 1.3	96.0 ± 1.5	86.5 ± 4.5	95.8 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.0 ± 0.5	95.2 ± 0.5	89.0 ± 0.9	93.5 ± 1.1	92.0 ± 1.1	93.6 ± 1.5	93.1 ± 2.6	84.4 ± 4.0	93.5 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.3 ± 0.7	92.1 ± 0.8	82.1 ± 1.6	88.2 ± 1.7	88.0 ± 1.7	88.2 ± 2.4	86.4 ± 4.2	67.8 ± 7.6	89.4 ± 0.5
Not in paid work in previous 12 months	85.3 ± 1.3	86.4 ± 1.3	73.0 ± 2.3	77.4 ± 3.1	81.5 ± 3.0	80.8 ± 4.1	87.4 ± 4.9	35.9 ± 8.4	82.6 ± 0.8
Not stated (h)	88.4 ± 0.9	93.9 ± 1.5	82.3 ± 1.6	84.2 ± 1.6	83.6 ± 2.2	90.7 ± 3.1	90.0 ± 3.3	36.0 ± 11.5	84.5 ± 0.9
Year 7									
Parental education (d)									
Bachelor degree or above	96.6 ± 0.4	96.6 ± 0.5	96.1 ± 0.4	96.7 ± 0.5	96.4 ± 0.8	96.1 ± 1.3	94.4 ± 1.9	90.5 ± 4.5	96.4 ± 0.2
Advanced diploma/diploma	93.5 ± 0.6	93.4 ± 0.7	92.6 ± 0.7	94.4 ± 0.8	94.0 ± 1.5	93.1 ± 2.5	89.7 ± 3.0	82.4 ± 5.8	93.2 ± 0.4
Certificate I to IV (e)	88.7 ± 0.8	90.0 ± 0.8	88.6 ± 0.8	91.0 ± 1.2	90.9 ± 1.3	88.1 ± 2.4	86.2 ± 4.1	76.8 ± 5.9	89.2 ± 0.4
Year 12 or equivalent	89.2 ± 1.1	91.7 ± 1.1	88.4 ± 1.1	90.8 ± 1.4	92.6 ± 1.3	83.9 ± 4.8	83.3 ± 5.3	78.4 ± 9.6	90.0 ± 0.6
Year 11 or equivalent or below	77.3 ± 1.4	82.8 ± 1.3	77.3 ± 1.6	81.8 ± 1.9	83.6 ± 1.8	78.7 ± 3.2	72.1 ± 6.5	40.3 ± 10.5	79.2 ± 0.7
Not stated (f)	85.6 ± 1.7	91.2 ± 1.8	84.5 ± 1.4	84.1 ± 2.0	86.0 ± 2.0	86.7 ± 5.4	86.8 ± 4.6	29.6 ± 17.9	84.3 ± 1.0

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (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 occupation (g)									
Senior management and qualified professionals	96.3 ± 0.4	96.9 ± 0.5	95.9 ± 0.5	96.4 ± 0.6	96.6 ± 0.8	96.3 ± 1.3	94.0 ± 2.0	85.8 ± 4.5	96.2 ± 0.3
Other business managers and associated professionals	94.5 ± 0.5	94.8 ± 0.6	93.9 ± 0.5	94.6 ± 0.9	94.3 ± 0.9	93.1 ± 1.7	92.1 ± 2.5	85.6 ± 5.1	94.3 ± 0.3
Tradespeople, clerks, skilled office, sales and service staff	90.8 ± 0.7	92.1 ± 0.7	89.8 ± 0.8	92.6 ± 1.0	92.3 ± 1.2	90.6 ± 2.4	87.7 ± 3.7	77.6 ± 6.4	91.0 ± 0.4
Machine operators, hospitality staff, assistants, labourers	85.5 ± 1.2	87.4 ± 1.1	83.4 ± 1.1	87.3 ± 1.7	87.7 ± 1.4	82.3 ± 3.1	84.2 ± 6.1	57.8 ± 11.5	85.6 ± 0.6
Not in paid work in previous 12 months	76.9 ± 1.7	79.3 ± 1.7	74.6 ± 2.1	78.3 ± 2.8	78.3 ± 3.1	68.6 ± 6.0	76.9 ± 11.4	26.5 ± 11.0	76.6 ± 1.0
Not stated (h)	82.6 ± 1.5	92.6 ± 1.6	83.4 ± 1.4	84.4 ± 1.7	84.2 ± 1.8	85.1 ± 4.2	82.3 ± 4.7	28.7 ± 13.4	83.2 ± 0.8
Year 9									
Parental education (d)									
Bachelor degree or above	93.3 ± 0.6	94.3 ± 0.7	90.9 ± 1.0	93.7 ± 0.9	92.7 ± 1.5	92.7 ± 2.1	91.0 ± 2.5	84.2 ± 6.3	93.0 ± 0.4
Advanced diploma/diploma	87.2 ± 1.0	88.5 ± 1.0	83.9 ± 1.3	87.1 ± 1.6	87.5 ± 2.3	86.7 ± 4.2	82.2 ± 5.4	75.4 ± 5.0	86.7 ± 0.6
Certificate I to IV (e)	78.8 ± 1.2	83.0 ± 1.1	76.8 ± 1.3	82.2 ± 1.8	81.2 ± 2.6	77.4 ± 3.3	75.7 ± 5.6	65.2 ± 6.6	79.7 ± 0.6
Year 12 or equivalent	80.9 ± 1.5	86.1 ± 1.5	76.3 ± 1.8	81.0 ± 2.8	83.9 ± 2.3	78.6 ± 6.5	78.5 ± 5.4	68.5 ± 11.1	81.5 ± 0.9
Year 11 or equivalent or below	63.6 ± 1.6	72.9 ± 1.7	62.3 ± 2.0	68.7 ± 3.1	70.1 ± 3.2	66.2 ± 4.7	66.6 ± 9.9	32.4 ± 9.4	66.7 ± 0.9
Not stated (f)	73.6 ± 1.8	85.6 ± 2.5	72.3 ± 2.6	75.6 ± 3.9	76.2 ± 3.5	75.6 ± 6.4	79.0 ± 4.7	34.9 ± 16.7	74.3 ± 1.3
Parental occupation (g)									
Senior management and qualified professionals	92.6 ± 0.7	94.9 ± 0.6	90.6 ± 1.0	92.1 ± 1.2	92.4 ± 1.5	91.9 ± 2.8	91.1 ± 2.5	82.1 ± 6.5	92.5 ± 0.4

TABLE 4A.56

Table 4A.56 **Proportion of students who achieved at or above the national minimum standard for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (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>
Other business managers and associated professionals	88.5 ± 0.8	90.8 ± 0.8	85.3 ± 1.2	88.6 ± 1.5	88.1 ± 1.6	86.6 ± 2.9	85.1 ± 3.7	75.2 ± 4.7	88.3 ± 0.5
Tradespeople, clerks, skilled office, sales and service staff	81.7 ± 1.1	85.4 ± 1.1	77.5 ± 1.4	83.6 ± 1.7	81.9 ± 2.5	81.4 ± 3.6	80.4 ± 6.2	65.5 ± 7.8	81.8 ± 0.6
Machine operators, hospitality staff, assistants, labourers	74.1 ± 1.5	78.2 ± 1.5	68.6 ± 1.8	75.4 ± 2.8	74.3 ± 3.1	69.9 ± 4.7	71.1 ± 7.6	46.7 ± 9.5	74.3 ± 0.9
Not in paid work in previous 12 months	63.6 ± 2.1	69.7 ± 2.0	59.0 ± 3.4	62.1 ± 5.1	63.5 ± 5.3	57.4 ± 5.7	72.0 ± 11.0	24.9 ± 10.5	64.7 ± 1.3
Not stated (h)	70.7 ± 1.6	88.5 ± 2.6	70.7 ± 2.5	74.5 ± 3.6	73.3 ± 3.7	72.5 ± 6.0	75.5 ± 5.0	33.7 ± 13.3	72.2 ± 1.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.
- (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.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

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

TABLE 4A.57

Table 4A.57 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)**

	<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									
Indigenous students	367.3 ± 3.9	389.0 ± 5.4	345.3 ± 5.9	315.9 ± 7.2	345.0 ± 9.0	376.1 ± 9.2	372.5 ± 15.5	226.2 ± 22.3	339.8 ± 4.8
Non-Indigenous students	427.3 ± 1.4	429.6 ± 1.3	407.8 ± 1.8	413.5 ± 2.2	405.7 ± 2.8	413.9 ± 4.5	417.3 ± 5.4	395.4 ± 7.1	420.1 ± 0.8
All students	424.3 ± 1.5	428.1 ± 1.4	403.3 ± 2.0	406.8 ± 2.6	403.3 ± 2.9	411.6 ± 4.5	416.0 ± 5.5	322.9 ± 21.1	415.8 ± 0.9
Year 5									
Indigenous students	428.6 ± 4.0	442.0 ± 5.3	398.4 ± 6.4	382.1 ± 8.0	401.7 ± 9.4	441.6 ± 7.9	434.5 ± 20.9	299.1 ± 22.4	398.8 ± 5.3
Non-Indigenous students	488.5 ± 1.5	489.9 ± 1.4	462.1 ± 2.0	476.9 ± 2.3	465.8 ± 2.7	474.0 ± 4.5	486.4 ± 5.6	466.3 ± 7.3	481.3 ± 0.9
All students	485.6 ± 1.6	488.7 ± 1.4	457.7 ± 2.1	469.9 ± 2.6	463.2 ± 2.8	471.5 ± 4.5	485.2 ± 5.7	390.9 ± 21.7	477.0 ± 1.0
Year 7									
Indigenous students	455.0 ± 4.2	475.0 ± 6.5	453.8 ± 6.7	435.8 ± 8.2	453.6 ± 10.6	475.6 ± 7.2	458.5 ± 16.9	328.9 ± 29.5	442.2 ± 4.8
Non-Indigenous students	523.5 ± 2.9	526.6 ± 2.8	516.0 ± 1.9	527.1 ± 3.0	519.2 ± 3.0	511.1 ± 7.1	521.0 ± 9.1	512.9 ± 13.7	522.4 ± 1.3
All students	520.3 ± 3.0	525.5 ± 2.9	511.7 ± 2.1	520.9 ± 3.2	516.5 ± 3.1	508.3 ± 7.4	519.5 ± 9.1	434.8 ± 30.2	518.3 ± 1.4
Year 9									
Indigenous students	479.7 ± 4.9	512.3 ± 8.8	477.5 ± 6.0	460.7 ± 10.5	476.8 ± 11.2	504.7 ± 11.5	500.8 ± 23.1	359.6 ± 29.3	469.4 ± 4.4
Non-Indigenous students	560.4 ± 3.6	567.6 ± 3.7	543.9 ± 3.5	563.7 ± 5.5	552.2 ± 6.4	547.9 ± 9.4	563.2 ± 11.5	541.6 ± 17.4	558.1 ± 1.9
All students	556.4 ± 3.6	566.3 ± 3.7	539.4 ± 3.7	557.5 ± 5.9	549.7 ± 6.6	543.7 ± 9.4	561.9 ± 11.7	472.2 ± 28.4	553.7 ± 2.0

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2011). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.

TABLE 4A.57

Table 4A.57 **Mean scale scores for persuasive writing, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)**

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

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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									
Indigenous students									
Metropolitan	384.3 ± 4.5	395.6 ± 7.9	358.2 ± 6.5	338.8 ± 8.7	360.0 ± 10.9	373.4 ± 17.6	373.5 ± 15.9	..	368.1 ± 3.5
Provincial	357.5 ± 5.5	383.4 ± 7.4	355.3 ± 6.6	329.9 ± 11.6	345.7 ± 13.3	378.4 ± 11.1	np	337.5 ± 20.4	356.1 ± 3.6
Remote	319.3 ± 28.9	np	300.8 ± 25.0	302.4 ± 20.6	np	np	..	273.7 ± 32.1	298.4 ± 13.3
Very remote	322.4 ± 44.4	..	285.7 ± 23.6	278.4 ± 14.0	277.6 ± 27.2	np	..	171.1 ± 18.7	234.7 ± 17.7
Total	367.3 ± 3.9	389.0 ± 5.4	345.3 ± 5.9	315.9 ± 7.2	345.0 ± 9.0	376.1 ± 9.2	372.5 ± 15.5	226.2 ± 22.3	339.8 ± 4.8
Non-Indigenous students									
Metropolitan	432.7 ± 1.6	433.8 ± 1.5	412.6 ± 2.2	418.1 ± 2.6	409.0 ± 3.3	416.6 ± 7.4	417.3 ± 5.4	..	425.3 ± 0.9
Provincial	408.0 ± 2.4	415.7 ± 2.3	396.4 ± 2.6	400.8 ± 4.2	397.5 ± 4.2	411.5 ± 5.6	np	393.8 ± 8.5	405.7 ± 1.3
Remote	401.2 ± 17.2	399.3 ± 17.0	387.4 ± 7.8	399.0 ± 7.5	393.5 ± 14.3	418.7 ± 19.1	..	402.4 ± 14.3	396.0 ± 4.9
Very remote	414.9 ± 22.7	..	391.4 ± 11.1	387.7 ± 11.8	373.7 ± 20.7	np	..	392.8 ± 17.1	389.7 ± 7.4
Total	427.3 ± 1.4	429.6 ± 1.3	407.8 ± 1.8	413.5 ± 2.2	405.7 ± 2.8	413.9 ± 4.5	417.3 ± 5.4	395.4 ± 7.1	420.1 ± 0.8
All students									
Metropolitan	431.4 ± 1.6	432.6 ± 1.5	410.0 ± 2.4	415.0 ± 2.7	407.4 ± 3.4	414.5 ± 7.5	416.1 ± 5.5	..	423.4 ± 1.0
Provincial	402.4 ± 2.6	413.5 ± 2.4	392.5 ± 2.8	395.2 ± 4.9	395.5 ± 4.5	409.1 ± 5.7	np	383.5 ± 10.6	401.4 ± 1.4
Remote	370.5 ± 23.8	399.1 ± 17.0	368.0 ± 13.7	378.1 ± 12.7	390.6 ± 15.2	411.3 ± 23.8	..	348.4 ± 30.4	372.6 ± 7.8
Very remote	370.2 ± 45.0	..	330.4 ± 22.8	327.5 ± 19.4	331.7 ± 23.1	np	..	200.7 ± 34.2	289.4 ± 18.6
Total	424.3 ± 1.5	428.1 ± 1.4	403.3 ± 2.0	406.8 ± 2.6	403.3 ± 2.9	411.6 ± 4.5	416.0 ± 5.5	322.9 ± 21.1	415.8 ± 0.9
Year 5									
Indigenous students									
Metropolitan	444.8 ± 4.1	446.5 ± 7.8	410.2 ± 6.0	408.9 ± 8.4	414.1 ± 9.8	438.1 ± 15.1	436.2 ± 21.9	..	428.2 ± 3.1
Provincial	418.1 ± 6.3	437.4 ± 7.0	406.5 ± 7.5	402.9 ± 9.1	406.2 ± 11.9	443.6 ± 8.6	np	400.8 ± 16.1	415.6 ± 3.7
Remote	396.2 ± 17.5	np	358.6 ± 30.5	363.6 ± 24.2	np	np	..	362.4 ± 23.0	369.8 ± 12.9

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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>
Very remote	364.3 ± 22.5	..	350.7 ± 26.4	333.0 ± 16.6	319.3 ± 42.0	np	..	243.5 ± 21.0	291.9 ± 17.7
Total	428.6 ± 4.0	442.0 ± 5.3	398.4 ± 6.4	382.1 ± 8.0	401.7 ± 9.4	441.6 ± 7.9	434.5 ± 20.9	299.1 ± 22.4	398.8 ± 5.3
Non-Indigenous students									
Metropolitan	494.6 ± 1.7	494.9 ± 1.6	466.7 ± 2.5	481.9 ± 2.7	470.2 ± 3.3	476.8 ± 6.9	486.4 ± 5.6	..	486.9 ± 1.0
Provincial	468.5 ± 2.2	474.3 ± 2.1	452.0 ± 2.7	464.6 ± 3.4	454.6 ± 3.9	471.9 ± 6.0	np	462.6 ± 8.3	465.8 ± 1.2
Remote	460.8 ± 16.1	465.7 ± 21.5	444.4 ± 6.8	460.7 ± 7.2	455.9 ± 12.2	472.8 ± 19.6	..	476.1 ± 17.4	459.0 ± 4.9
Very remote	454.6 ± 11.0	..	440.1 ± 14.4	447.5 ± 12.2	437.4 ± 22.3	np	..	479.3 ± 22.1	449.2 ± 9.1
Total	488.5 ± 1.5	489.9 ± 1.4	462.1 ± 2.0	476.9 ± 2.3	465.8 ± 2.7	474.0 ± 4.5	486.4 ± 5.6	466.3 ± 7.3	481.3 ± 0.9
All students									
Metropolitan	493.1 ± 1.8	493.9 ± 1.7	464.1 ± 2.6	478.6 ± 2.9	468.5 ± 3.4	474.1 ± 7.3	485.3 ± 5.7	..	485.1 ± 1.1
Provincial	463.4 ± 2.4	472.7 ± 2.1	447.9 ± 2.8	459.7 ± 3.8	452.8 ± 4.2	469.5 ± 5.8	np	450.3 ± 10.4	461.8 ± 1.3
Remote	435.1 ± 16.5	465.7 ± 21.5	423.3 ± 13.5	437.6 ± 12.8	454.0 ± 12.0	470.7 ± 19.0	..	428.0 ± 26.4	436.4 ± 7.4
Very remote	411.6 ± 32.0	..	388.4 ± 21.2	383.1 ± 19.6	379.9 ± 37.2	np	..	269.3 ± 35.4	343.1 ± 19.4
Total	485.6 ± 1.6	488.7 ± 1.4	457.7 ± 2.1	469.9 ± 2.6	463.2 ± 2.8	471.5 ± 4.5	485.2 ± 5.7	390.9 ± 21.7	477.0 ± 1.0
Year 7									
Indigenous students									
Metropolitan	466.3 ± 5.6	482.6 ± 9.8	470.7 ± 5.6	464.7 ± 8.2	471.4 ± 9.8	477.4 ± 13.4	458.5 ± 16.9	..	469.4 ± 3.1
Provincial	448.7 ± 5.8	467.9 ± 8.2	458.6 ± 9.8	451.5 ± 11.4	457.4 ± 12.1	474.5 ± 7.7	..	440.8 ± 13.8	454.6 ± 4.0
Remote	411.3 ± 22.0	np	404.8 ± 33.9	433.1 ± 18.1	np	np	..	362.1 ± 47.1	405.9 ± 18.1
Very remote	np	..	400.7 ± 27.5	381.0 ± 17.3	358.6 ± 47.6	np	..	269.1 ± 22.9	340.7 ± 19.6
Total	455.0 ± 4.2	475.0 ± 6.5	453.8 ± 6.7	435.8 ± 8.2	453.6 ± 10.6	475.6 ± 7.2	458.5 ± 16.9	328.9 ± 29.5	442.2 ± 4.8
Non-Indigenous students									
Metropolitan	529.7 ± 3.4	533.1 ± 3.3	520.1 ± 2.5	531.0 ± 3.8	524.6 ± 3.6	519.3 ± 12.5	521.0 ± 9.1	..	528.1 ± 1.6
Provincial	503.7 ± 3.6	506.4 ± 3.8	506.9 ± 2.5	515.7 ± 4.3	505.9 ± 4.3	505.2 ± 7.7	..	513.2 ± 17.6	506.6 ± 1.7

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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	476.0 ± 15.7	526.8 ± 21.6	498.0 ± 6.4	516.5 ± 7.5	498.0 ± 11.7	np	..	514.0 ± 20.2	505.7 ± 5.2
Very remote	np	..	500.7 ± 14.8	513.4 ± 12.0	496.6 ± 19.7	np	..	504.4 ± 13.4	504.9 ± 8.1
Total	523.5 ± 2.9	526.6 ± 2.8	516.0 ± 1.9	527.1 ± 3.0	519.2 ± 3.0	511.1 ± 7.1	521.0 ± 9.1	512.9 ± 13.7	522.4 ± 1.3
All students									
Metropolitan	528.0 ± 3.5	532.2 ± 3.3	517.9 ± 2.6	528.6 ± 3.8	522.9 ± 3.7	516.6 ± 13.2	519.5 ± 9.1	..	526.3 ± 1.6
Provincial	498.2 ± 4.0	504.8 ± 3.8	502.6 ± 2.8	510.7 ± 4.6	503.8 ± 4.4	502.0 ± 7.6	..	499.5 ± 19.3	502.5 ± 1.8
Remote	445.8 ± 17.6	527.3 ± 21.0	474.9 ± 15.2	496.4 ± 10.4	495.2 ± 12.6	493.5 ± 17.3	..	450.2 ± 46.6	479.8 ± 9.6
Very remote	427.5 ± 25.3	..	441.0 ± 24.2	437.5 ± 21.5	426.7 ± 49.9	np	..	295.4 ± 42.0	394.6 ± 20.5
Total	520.3 ± 3.0	525.5 ± 2.9	511.7 ± 2.1	520.9 ± 3.2	516.5 ± 3.1	508.3 ± 7.4	519.5 ± 9.1	434.8 ± 30.2	518.3 ± 1.4
Year 9									
Indigenous students									
Metropolitan	492.4 ± 5.4	522.1 ± 14.0	488.4 ± 7.8	482.2 ± 13.9	490.2 ± 11.5	491.8 ± 20.0	500.8 ± 23.1	..	492.0 ± 4.1
Provincial	472.5 ± 7.4	502.1 ± 9.9	474.0 ± 8.5	469.0 ± 14.3	476.4 ± 16.9	511.4 ± 13.3	..	440.9 ± 33.4	475.2 ± 4.9
Remote	432.1 ± 21.4	np	440.4 ± 51.9	441.0 ± 28.6	np	np	..	402.1 ± 46.4	429.0 ± 21.2
Very remote	np	..	430.6 ± 19.9	419.3 ± 26.0	412.2 ± 60.3	np	..	284.3 ± 19.4	360.4 ± 23.1
Total	479.7 ± 4.9	512.3 ± 8.8	477.5 ± 6.0	460.7 ± 10.5	476.8 ± 11.2	504.7 ± 11.5	500.8 ± 23.1	359.6 ± 29.3	469.4 ± 4.4
Non-Indigenous students									
Metropolitan	567.5 ± 4.3	574.2 ± 4.3	548.5 ± 4.5	568.5 ± 6.6	558.6 ± 7.9	552.5 ± 17.0	563.2 ± 11.5	..	564.5 ± 2.3
Provincial	537.7 ± 4.0	547.0 ± 5.4	533.2 ± 4.7	549.0 ± 8.2	534.6 ± 7.6	544.8 ± 9.9	..	540.9 ± 19.6	540.1 ± 2.4
Remote	495.3 ± 19.0	616.4 ± 58.8	514.2 ± 8.5	544.0 ± 11.5	532.8 ± 20.3	np	..	549.1 ± 46.0	535.6 ± 11.6
Very remote	540.9 ± 61.3	..	522.9 ± 17.2	543.8 ± 11.0	518.7 ± 29.4	np	..	527.9 ± 16.5	530.8 ± 10.3
Total	560.4 ± 3.6	567.6 ± 3.7	543.9 ± 3.5	563.7 ± 5.5	552.2 ± 6.4	547.9 ± 9.4	563.2 ± 11.5	541.6 ± 17.4	558.1 ± 1.9
All students									
Metropolitan	565.1 ± 4.4	573.4 ± 4.3	545.6 ± 4.6	565.9 ± 6.9	556.8 ± 8.3	548.1 ± 17.3	561.9 ± 11.7	..	562.3 ± 2.4

TABLE 4A.58

Table 4A.58 **NAPLAN Mean scale scores for persuasive writing, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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>
Provincial	531.2 ± 4.4	544.8 ± 5.4	527.8 ± 5.0	542.2 ± 9.3	533.4 ± 8.4	540.7 ± 9.9	..	520.6 ± 21.5	534.9 ± 2.6
Remote	467.5 ± 19.2	615.0 ± 59.2	496.1 ± 18.9	518.6 ± 19.8	529.1 ± 22.3	495.9 ± 10.0	..	488.6 ± 53.9	509.3 ± 14.3
Very remote	473.3 ± 88.9	..	473.7 ± 26.2	473.5 ± 30.0	471.7 ± 41.0	np	..	318.5 ± 47.7	422.4 ± 25.4
Total	556.4 ± 3.6	566.3 ± 3.7	539.4 ± 3.7	557.5 ± 5.9	549.7 ± 6.6	543.7 ± 9.4	561.9 ± 11.7	472.2 ± 28.4	553.7 ± 2.0

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.
.. Not applicable. **np** Not published.

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

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (score points) (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>
Year 3									
Parental education (d)									
Bachelor degree or above	449.1 ± 1.4	445.0 ± 1.4	430.2 ± 1.7	433.8 ± 2.2	429.1 ± 2.9	443.1 ± 4.7	431.1 ± 5.4	415.8 ± 7.7	441.3 ± 0.8
Advanced diploma/diploma	428.6 ± 1.5	427.7 ± 1.6	410.7 ± 2.3	414.3 ± 2.7	412.5 ± 3.7	420.6 ± 6.6	401.2 ± 8.0	387.4 ± 11.5	421.8 ± 0.9
Certificate I to IV (e)	411.8 ± 1.5	416.1 ± 1.5	395.8 ± 2.0	403.3 ± 2.5	398.6 ± 2.9	404.0 ± 4.3	401.0 ± 7.1	358.7 ± 12.7	406.7 ± 0.9
Year 12 or equivalent	414.8 ± 2.5	422.1 ± 2.2	394.9 ± 2.6	402.1 ± 3.5	402.5 ± 3.3	400.5 ± 7.6	397.2 ± 8.0	371.7 ± 17.3	408.2 ± 1.3
Year 11 or equivalent or below	383.9 ± 2.4	401.6 ± 2.4	363.5 ± 3.9	369.2 ± 4.6	375.5 ± 4.7	382.2 ± 6.5	372.9 ± 14.8	272.0 ± 18.9	380.0 ± 1.6
Not stated (f)	407.0 ± 4.1	429.6 ± 6.8	389.7 ± 3.7	382.2 ± 5.9	393.3 ± 4.5	415.6 ± 11.5	412.0 ± 8.5	234.2 ± 41.9	391.4 ± 3.5
Parental occupation (g)									
Senior management and qualified professionals	448.2 ± 1.5	446.1 ± 1.6	429.9 ± 1.8	431.8 ± 2.4	427.1 ± 2.9	442.5 ± 5.2	430.5 ± 6.2	403.1 ± 10.2	440.1 ± 0.9
Other business managers and associated professionals	434.2 ± 1.4	433.6 ± 1.5	416.5 ± 1.8	418.9 ± 2.4	412.8 ± 2.6	422.4 ± 5.2	421.0 ± 5.6	390.2 ± 15.6	427.1 ± 0.8
Tradespeople, clerks, skilled office, sales and service staff	420.2 ± 1.6	423.6 ± 1.5	400.8 ± 2.0	407.1 ± 2.7	402.2 ± 3.1	409.0 ± 4.7	406.8 ± 6.2	369.3 ± 10.5	413.3 ± 0.9
Machine operators, hospitality staff, assistants, labourers	406.6 ± 2.2	413.9 ± 2.1	382.0 ± 2.7	393.7 ± 3.5	389.3 ± 3.8	393.2 ± 4.9	390.7 ± 13.5	324.8 ± 18.9	400.4 ± 1.3
Not in paid work in previous 12 months	389.2 ± 2.9	403.0 ± 2.4	362.6 ± 4.8	375.0 ± 6.1	376.2 ± 5.1	372.8 ± 8.7	391.8 ± 12.2	266.4 ± 19.5	385.7 ± 1.8
Not stated (h)	400.8 ± 3.0	433.0 ± 8.1	388.0 ± 3.3	385.9 ± 4.6	386.7 ± 4.9	407.1 ± 10.4	406.6 ± 8.3	235.3 ± 36.1	390.3 ± 2.6
Year 5									
Parental education (d)									
Bachelor degree or above	513.4 ± 1.8	509.3 ± 1.5	486.1 ± 2.5	499.8 ± 2.6	491.1 ± 3.3	504.4 ± 5.3	502.5 ± 5.4	483.2 ± 8.5	505.3 ± 1.0
Advanced diploma/diploma	490.6 ± 1.6	488.8 ± 1.6	463.9 ± 2.6	478.7 ± 2.7	473.9 ± 3.5	482.0 ± 6.3	479.6 ± 7.1	465.7 ± 9.4	483.4 ± 1.0
Certificate I to IV (e)	472.5 ± 1.4	475.9 ± 1.4	449.7 ± 2.0	464.6 ± 2.4	458.1 ± 2.8	464.1 ± 4.1	462.6 ± 6.8	432.9 ± 10.8	467.1 ± 0.9

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (score points) (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>
Year 12 or equivalent	479.4 ± 1.9	483.3 ± 2.4	448.8 ± 2.8	464.5 ± 3.6	465.4 ± 3.1	457.4 ± 8.3	470.6 ± 8.9	437.5 ± 15.7	471.1 ± 1.3
Year 11 or equivalent or below	448.1 ± 2.2	461.4 ± 2.1	420.7 ± 3.6	435.3 ± 4.4	436.7 ± 3.9	444.3 ± 5.4	432.9 ± 13.8	344.2 ± 21.3	443.6 ± 1.4
Not stated (f)	471.9 ± 3.2	494.5 ± 5.3	448.2 ± 4.2	447.5 ± 4.7	453.4 ± 4.8	469.6 ± 10.4	478.9 ± 11.3	316.5 ± 43.1	455.9 ± 3.3
Parental occupation (g)									
Senior management and qualified professionals	512.6 ± 1.9	510.2 ± 1.7	485.2 ± 2.6	497.8 ± 2.8	489.9 ± 3.6	502.3 ± 5.5	503.9 ± 7.2	473.8 ± 8.9	503.8 ± 1.1
Other business managers and associated professionals	494.9 ± 1.6	494.4 ± 1.5	469.4 ± 2.4	481.7 ± 2.4	473.8 ± 2.6	483.0 ± 4.8	488.8 ± 5.2	460.6 ± 10.3	487.6 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	480.7 ± 1.5	483.6 ± 1.5	453.3 ± 2.1	470.5 ± 2.7	460.8 ± 2.9	470.5 ± 4.6	475.7 ± 6.7	445.2 ± 10.4	473.8 ± 0.9
Machine operators, hospitality staff, assistants, labourers	468.2 ± 2.0	473.0 ± 1.9	436.1 ± 3.1	453.3 ± 3.6	450.1 ± 3.1	452.3 ± 5.0	450.7 ± 10.7	405.7 ± 18.2	461.3 ± 1.3
Not in paid work in previous 12 months	453.0 ± 2.7	462.4 ± 2.3	420.3 ± 4.4	432.3 ± 6.7	437.4 ± 4.9	433.9 ± 7.7	462.1 ± 12.0	325.2 ± 23.3	447.8 ± 1.8
Not stated (h)	465.0 ± 2.6	498.6 ± 6.8	443.2 ± 3.3	448.5 ± 3.9	444.7 ± 4.5	462.3 ± 9.8	474.1 ± 8.8	316.6 ± 37.8	452.4 ± 2.6
Year 7									
Parental education (d)									
Bachelor degree or above	554.8 ± 3.2	553.6 ± 2.9	543.0 ± 2.2	553.3 ± 3.8	548.6 ± 3.7	550.7 ± 7.8	539.9 ± 8.3	530.2 ± 14.4	551.2 ± 1.6
Advanced diploma/diploma	525.6 ± 2.4	525.1 ± 2.6	518.8 ± 2.2	527.6 ± 3.1	527.1 ± 4.5	521.2 ± 7.2	507.6 ± 6.9	501.0 ± 14.5	523.8 ± 1.2
Certificate I to IV (e)	503.7 ± 2.1	508.5 ± 2.3	504.2 ± 1.8	514.1 ± 2.9	512.7 ± 3.3	501.0 ± 5.8	498.2 ± 8.3	480.3 ± 13.9	506.1 ± 1.1
Year 12 or equivalent	512.1 ± 3.1	519.6 ± 5.3	505.7 ± 2.5	514.9 ± 3.9	520.5 ± 3.3	503.8 ± 13.6	497.0 ± 12.2	491.5 ± 22.3	513.5 ± 1.8
Year 11 or equivalent or below	475.6 ± 3.0	491.6 ± 2.8	476.1 ± 3.4	487.9 ± 4.4	492.2 ± 3.5	476.4 ± 6.8	469.1 ± 11.4	376.1 ± 37.4	481.1 ± 1.7
Not stated (f)	510.4 ± 6.0	538.5 ± 7.0	500.8 ± 3.6	500.6 ± 5.1	504.9 ± 4.7	507.7 ± 13.1	514.9 ± 20.8	341.2 ± 60.2	504.1 ± 3.1

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (score points) (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 occupation (g)									
Senior management and qualified professionals	551.6 ± 3.2	554.0 ± 3.4	541.4 ± 2.6	549.8 ± 4.2	545.5 ± 3.8	548.5 ± 7.7	536.3 ± 9.0	512.6 ± 15.4	548.7 ± 1.6
Other business managers and associated professionals	531.7 ± 2.6	532.9 ± 2.8	524.3 ± 1.9	531.0 ± 3.4	528.2 ± 3.3	522.5 ± 6.5	522.5 ± 9.2	509.4 ± 15.6	529.7 ± 1.3
Tradespeople, clerks, skilled office, sales and service staff	511.9 ± 2.3	517.0 ± 2.4	507.5 ± 1.9	518.5 ± 3.2	515.3 ± 3.1	506.2 ± 6.2	506.7 ± 11.1	479.9 ± 14.8	512.6 ± 1.2
Machine operators, hospitality staff, assistants, labourers	499.2 ± 3.4	503.9 ± 2.9	491.0 ± 2.6	505.2 ± 4.0	503.2 ± 3.3	485.8 ± 6.8	490.9 ± 11.0	436.1 ± 25.6	498.7 ± 1.6
Not in paid work in previous 12 months	478.7 ± 3.6	488.1 ± 3.3	475.9 ± 4.4	484.9 ± 6.0	484.0 ± 5.9	461.2 ± 10.8	484.8 ± 15.1	330.1 ± 51.0	479.8 ± 2.2
Not stated (h)	499.3 ± 4.8	540.6 ± 7.8	496.9 ± 3.2	500.8 ± 4.3	498.8 ± 4.3	500.0 ± 11.3	502.4 ± 14.8	339.2 ± 46.1	499.4 ± 2.7
Year 9									
Parental education (d)									
Bachelor degree or above	601.3 ± 4.1	602.2 ± 4.0	577.5 ± 4.0	598.6 ± 5.8	591.9 ± 6.8	592.1 ± 10.2	589.7 ± 11.0	568.1 ± 17.4	595.7 ± 2.2
Advanced diploma/diploma	566.4 ± 3.0	568.4 ± 3.3	547.9 ± 3.1	565.2 ± 4.6	566.3 ± 6.5	564.1 ± 8.6	553.8 ± 12.6	538.9 ± 14.2	562.6 ± 1.7
Certificate I to IV (e)	539.3 ± 2.7	548.5 ± 2.9	529.8 ± 2.7	547.7 ± 4.4	546.1 ± 5.9	535.1 ± 7.9	532.1 ± 11.0	503.1 ± 16.6	540.3 ± 1.5
Year 12 or equivalent	547.9 ± 3.9	561.4 ± 5.4	531.4 ± 3.7	546.2 ± 6.5	553.6 ± 6.4	541.4 ± 13.4	539.8 ± 12.8	514.7 ± 21.9	548.1 ± 2.4
Year 11 or equivalent or below	506.2 ± 3.3	527.4 ± 3.5	502.1 ± 3.7	516.4 ± 6.3	519.0 ± 6.2	509.1 ± 8.5	505.1 ± 17.5	403.2 ± 35.7	512.2 ± 2.0
Not stated (f)	535.8 ± 4.9	572.1 ± 7.3	526.2 ± 7.1	540.6 ± 11.7	536.3 ± 8.3	536.4 ± 13.9	550.3 ± 14.3	401.3 ± 54.0	534.6 ± 3.8
Parental occupation (g)									
Senior management and qualified professionals	596.6 ± 4.0	603.8 ± 4.0	576.3 ± 4.3	592.3 ± 6.3	587.9 ± 6.6	590.4 ± 10.8	587.8 ± 12.0	562.3 ± 18.6	592.6 ± 2.2

TABLE 4A.59

Table 4A.59 **NAPLAN Mean scale scores for persuasive writing, by State and Territory, by parental education and parental occupation, 2012 (score points) (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>
Other business managers and associated professionals	572.6 ± 3.2	577.0 ± 3.6	552.7 ± 3.9	569.7 ± 5.0	565.6 ± 5.4	561.3 ± 8.3	565.3 ± 12.0	530.7 ± 13.1	568.3 ± 1.8
Tradespeople, clerks, skilled office, sales and service staff	549.1 ± 3.1	555.6 ± 3.0	532.3 ± 2.9	550.5 ± 4.5	546.6 ± 5.9	545.1 ± 7.8	547.1 ± 15.5	508.1 ± 20.5	546.8 ± 1.6
Machine operators, hospitality staff, assistants, labourers	531.1 ± 4.0	539.8 ± 3.5	514.4 ± 3.4	533.0 ± 6.0	528.0 ± 6.2	515.8 ± 8.6	523.1 ± 14.8	453.4 ± 24.4	529.9 ± 2.0
Not in paid work in previous 12 months	509.7 ± 4.1	524.4 ± 4.0	497.0 ± 5.7	504.0 ± 9.7	508.9 ± 7.9	493.0 ± 9.4	534.0 ± 17.4	372.2 ± 46.1	511.1 ± 2.6
Not stated (h)	527.7 ± 4.2	580.1 ± 8.4	521.6 ± 6.2	537.2 ± 10.6	529.0 ± 8.6	526.7 ± 12.4	538.7 ± 13.4	398.7 ± 43.5	528.8 ± 3.4

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.61. Readers are urged to be cautious when comparing results.
- (c) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.
- (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.
- (g) The higher occupational group of either parent/guardian is reported.
- (h) Parental occupation may not have been stated on enrolment forms.

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

TABLE 4A.60

Table 4A.60 Participation rate in persuasive writing assessment, 2012, by Indigenous status (per cent) (a), (b), (c)

<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>
Year 3									
Indigenous students	94.4	88.8	91.0	86.1	83.6	95.8	89.6	80.7	89.9
Non-Indigenous students	97.1	94.8	95.0	95.8	93.8	96.3	93.9	95.0	95.6
All students	97.0	94.5	94.7	95.1	93.4	95.4	93.7	88.8	95.2
Year 5									
Indigenous students	93.8	88.0	90.8	86.1	86.3	95.4	90.6	80.6	89.5
Non-Indigenous students	97.6	95.3	95.0	96.6	95.0	97.2	96.0	96.3	96.2
All students	97.4	95.0	94.7	95.9	94.6	96.3	95.8	89.2	95.8
Year 7									
Indigenous students	90.0	86.3	91.1	84.3	84.2	92.4	88.5	74.9	87.6
Non-Indigenous students	96.9	95.4	95.7	96.6	95.3	96.0	94.7	97.2	96.1
All students	96.6	95.1	95.4	95.7	94.8	94.9	94.5	87.6	95.6
Year 9									
Indigenous students	79.4	78.0	82.0	71.4	67.8	86.3	82.6	67.1	77.7
Non-Indigenous students	94.9	92.0	92.5	94.6	90.5	92.2	92.7	96.2	93.2
All students	94.1	91.6	91.7	93.1	89.6	90.8	92.4	84.9	92.4

- (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. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.
- (c) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.

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

TABLE 4A.61

Table 4A.61 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	<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									
Indigenous students									
Exempt	3.1	5.7	2.6	1.2	5.7	1.7	4.5	2.3	2.9
Absent	4.4	6.1	6.3	12.7	9.4	3.4	2.2	18.5	7.9
Withdrawn	1.2	5.1	2.6	1.2	7.0	0.7	8.2	0.8	2.2
Assessed	91.3	83.1	88.5	84.9	77.9	94.2	85.1	78.4	87.0
Non-Indigenous students									
Exempt	1.7	2.6	1.6	1.4	2.1	1.4	1.6	2.1	1.9
Absent	1.9	2.8	2.5	2.8	2.9	3.0	2.2	2.9	2.4
Withdrawn	0.9	2.4	2.6	1.4	3.3	0.7	3.9	2.1	1.9
Assessed	95.5	92.2	93.3	94.4	91.7	94.9	92.3	92.9	93.8
All students									
Exempt	1.8	2.8	1.7	1.4	2.3	1.4	1.7	2.2	2.0
Absent	2.0	2.9	2.7	3.4	3.2	3.0	2.2	9.6	2.7
Withdrawn	1.0	2.6	2.6	1.4	3.5	1.6	4.1	1.6	2.0
Assessed	95.2	91.7	93.0	93.8	91.0	94.0	92.0	86.6	93.3
Year 5									
Indigenous students									
Exempt	2.7	6.8	3.3	1.5	4.6	1.5	6.6	2.2	3.0
Absent	5.1	8.0	6.2	13.1	9.5	3.7	5.7	18.8	8.7
Withdrawn	1.0	4.0	3.0	0.8	4.1	0.9	3.8	0.6	1.8
Assessed	91.2	81.2	87.5	84.6	81.8	93.9	83.9	78.4	86.5
Non-Indigenous students									
Exempt	1.6	2.5	2.3	1.4	2.1	1.3	1.9	2.3	1.9
Absent	1.7	2.9	2.4	2.4	2.8	2.3	1.9	2.6	2.3
Withdrawn	0.7	1.9	2.6	0.9	2.2	0.5	2.1	1.1	1.5
Assessed	96.0	92.7	92.7	95.3	92.9	95.9	94.1	94.0	94.3
All students									
Exempt	1.6	2.7	2.3	1.4	2.2	1.3	2.0	2.3	2.0
Absent	1.9	3.0	2.7	3.2	3.1	2.4	2.0	9.9	2.7
Withdrawn	0.7	2.0	2.6	0.9	2.3	1.3	2.2	0.9	1.5
Assessed	95.8	92.3	92.4	94.5	92.4	95.0	93.8	86.9	93.8
Year 7									
Indigenous students									
Exempt	2.2	3.7	2.6	1.4	2.6	1.0	2.7	2.1	2.3
Absent	9.2	11.8	6.7	14.7	10.9	7.2	6.2	23.4	10.7
Withdrawn	0.9	1.9	2.3	1.0	4.9	0.4	5.3	1.7	1.7
Assessed	87.7	82.6	88.4	82.9	81.6	91.4	85.8	72.8	85.3
Non-Indigenous students									

TABLE 4A.61

Table 4A.61 **Exempt, absent and withdrawn, and assessed students in persuasive writing assessment, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	<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>
Exempt	1.2	1.8	1.7	1.3	1.9	1.2	1.5	2.7	1.5
Absent	2.7	3.7	2.6	2.7	2.8	3.5	3.3	2.3	3.0
Withdrawn	0.4	0.9	1.7	0.7	1.9	0.4	2.0	0.5	1.0
Assessed	95.7	93.6	94.0	95.3	93.4	94.9	93.2	94.5	94.5
All students									
Exempt	1.2	2.0	1.8	1.3	1.9	1.3	1.5	2.4	1.6
Absent	3.0	3.9	2.8	3.5	3.1	4.0	3.4	11.3	3.4
Withdrawn	0.4	1.0	1.8	0.8	2.1	1.1	2.1	1.1	1.0
Assessed	95.4	93.1	93.6	94.4	92.9	93.6	93.0	85.2	94.0
Year 9									
Indigenous students									
Exempt	2.5	4.5	2.8	2.1	3.3	2.3	1.8	3.3	2.8
Absent	19.7	19.6	15.1	27.9	28.9	13.7	13.8	32.1	20.7
Withdrawn	0.9	2.4	2.9	0.7	3.3	–	3.7	0.8	1.7
Assessed	76.9	73.5	79.2	69.3	64.5	84.0	80.7	63.8	74.8
Non-Indigenous students									
Exempt	1.3	1.9	1.5	1.2	1.4	0.9	1.3	2.1	1.5
Absent	4.7	6.9	4.7	4.9	7.3	7.4	5.3	3.6	5.5
Withdrawn	0.4	1.2	2.9	0.6	2.2	0.4	2.0	0.2	1.3
Assessed	93.6	90.0	90.9	93.3	89.1	91.3	91.4	94.1	91.7
All students									
Exempt	1.3	2.0	1.6	1.3	1.5	1.1	1.3	2.5	1.6
Absent	5.4	7.2	5.4	6.2	8.1	8.3	5.5	14.6	6.3
Withdrawn	0.5	1.2	2.9	0.7	2.2	0.9	2.2	0.4	1.3
Assessed	92.8	89.6	90.1	91.8	88.2	89.7	91.0	82.5	90.8

- (a) The percentages of students represented in this table have been rounded and may not sum to 100.
- (b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.
- (d) Data for persuasive writing for 2011 were included in the 2013 Report. Data for narrative writing were included in earlier reports.

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

TABLE 4A.62

Table 4A.62 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, NSW (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
<i>Year 3</i>				
All students				
Mean scale score	no.	429.2 ± 1.5	424.3 ± 1.5	↓
At or above NMS	%	96.5 ± 0.3	96.3 ± 0.3	●
Indigenous students (c)				
Mean scale score	no.	370.6 ± 4.0	367.3 ± 3.9	●
At or above NMS	%	88.1 ± 1.3	87.4 ± 1.8	●
Non-Indigenous students				
Mean scale score	no.	432.1 ± 1.4	427.3 ± 1.4	↓
At or above NMS	%	96.9 ± 0.2	96.7 ± 0.2	●
LBOTE students (d)				
At or above NMS	%	96.7 ± 0.4	96.2 ± 0.4	●
Male students				
At or above NMS	%	95.0 ± 0.4	94.6 ± 0.4	●
Female students				
At or above NMS	%	98.0 ± 0.2	98.0 ± 0.2	●
<i>Year 5</i>				
All students				
Mean scale score	no.	492.6 ± 1.5	485.6 ± 1.6	↓
At or above NMS	%	95.0 ± 0.3	93.8 ± 0.4	↓
Indigenous students (c)				
Mean scale score	no.	436.2 ± 3.5	428.6 ± 4.0	↓
At or above NMS	%	81.8 ± 1.7	78.7 ± 1.9	↓
Non-Indigenous students				
Mean scale score	no.	495.1 ± 1.5	488.5 ± 1.5	↓
At or above NMS	%	95.7 ± 0.3	94.6 ± 0.3	↓
LBOTE students (d)				
At or above NMS	%	96.0 ± 0.4	95.0 ± 0.5	↓
Male students				
At or above NMS	%	92.9 ± 0.4	91.2 ± 0.5	↓
Female students				
At or above NMS	%	97.3 ± 0.2	96.6 ± 0.3	↓

TABLE 4A.62

Table 4A.62 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, NSW (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
<i>Year 7</i>				
All students				
Mean scale score	no.	527.5 ± 3.0	520.3 ± 3.0	↓
At or above NMS	%	92.1 ± 0.6	90.2 ± 0.7	↓
Indigenous students (c)				
Mean scale score	no.	464.0 ± 4.0	455.0 ± 4.2	↓
At or above NMS	%	72.5 ± 2.3	68.3 ± 2.2	↓
Non-Indigenous students				
Mean scale score	no.	530.4 ± 2.9	523.5 ± 2.9	↓
At or above NMS	%	93.0 ± 0.5	91.3 ± 0.6	↓
LBOTE students (d)				
At or above NMS	%	93.7 ± 0.9	92.4 ± 0.9	↓
Male students				
At or above NMS	%	88.5 ± 0.9	85.8 ± 1.0	↓
Female students				
At or above NMS	%	95.8 ± 0.4	94.7 ± 0.5	↓
<i>Year 9</i>				
All students				
Mean scale score	no.	562.8 ± 3.6	556.4 ± 3.6	↓
At or above NMS	%	84.9 ± 1.0	81.5 ± 1.1	↓
Indigenous students (c)				
Mean scale score	no.	487.6 ± 4.6	479.7 ± 4.9	↓
At or above NMS	%	55.9 ± 2.5	51.5 ± 2.5	↓
Non-Indigenous students				
Mean scale score	no.	566.3 ± 3.5	560.4 ± 3.6	↓
At or above NMS	%	86.3 ± 0.9	83.1 ± 1.0	↓
LBOTE students (d)				
At or above NMS	%	88.0 ± 1.4	85.1 ± 1.5	↓
Male students				
At or above NMS	%	79.1 ± 1.5	74.9 ± 1.5	↓
Female students				
At or above NMS	%	91.0 ± 0.8	88.6 ± 0.9	↓

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

• = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

TABLE 4A.62

Table 4A.62 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, NSW (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(a)	The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.		
(b)	Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.		
(c)	A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.		
(d)	A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.		

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

TABLE 4A.63

Table 4A.63 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Victoria (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	423.6 ± 1.4	428.1 ± 1.4	↑
At or above NMS	%	96.2 ± 0.3	96.1 ± 0.3	●
Indigenous students (c)				
Mean scale score	no.	380.0 ± 5.5	389.0 ± 5.4	↑
At or above NMS	%	91.3 ± 2.3	90.5 ± 2.2	●
Non-Indigenous students				
Mean scale score	no.	424.5 ± 1.4	429.6 ± 1.3	↑
At or above NMS	%	96.6 ± 0.3	96.6 ± 0.3	●
LBOTE students (d)				
At or above NMS	%	95.6 ± 0.6	95.2 ± 0.5	●
Male students				
At or above NMS	%	94.9 ± 0.5	94.6 ± 0.5	●
Female students				
At or above NMS	%	97.7 ± 0.3	97.7 ± 0.2	●
Year 5				
All students				
Mean scale score	no.	492.8 ± 1.5	488.7 ± 1.4	↓
At or above NMS	%	94.4 ± 0.4	94.5 ± 0.4	●
Indigenous students (c)				
Mean scale score	no.	448.4 ± 5.5	442.0 ± 5.3	●
At or above NMS	%	83.3 ± 3.1	81.7 ± 3.1	●
Non-Indigenous students				
Mean scale score	no.	493.6 ± 1.5	489.9 ± 1.4	↓
At or above NMS	%	94.7 ± 0.4	95.0 ± 0.4	●
LBOTE students (d)				
At or above NMS	%	94.2 ± 0.6	94.5 ± 0.6	●
Male students				
At or above NMS	%	92.1 ± 0.6	92.1 ± 0.6	●
Female students				
At or above NMS	%	96.8 ± 0.3	97.1 ± 0.3	●
Year 7				
All students				
Mean scale score	no.	533.3 ± 3.1	525.5 ± 2.9	↓

Table 4A.63 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Victoria (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.6 ± 0.7	91.8 ± 0.7	●
Indigenous students (c)				
Mean scale score	no.	474.1 ± 7.2	475.0 ± 6.5	●
At or above NMS	%	74.0 ± 3.7	76.9 ± 3.4	●
Non-Indigenous students				
Mean scale score	no.	534.3 ± 3.0	526.6 ± 2.8	↓
At or above NMS	%	92.1 ± 0.7	92.2 ± 0.6	●
LBOTE students (d)				
At or above NMS	%	91.7 ± 1.1	92.3 ± 1.0	●
Male students				
At or above NMS	%	87.8 ± 1.1	87.9 ± 1.0	●
Female students				
At or above NMS	%	95.6 ± 0.5	95.8 ± 0.4	●
Year 9				
All students				
Mean scale score	no.	578.5 ± 3.9	566.3 ± 3.7	↓
At or above NMS	%	87.5 ± 0.9	85.9 ± 1.0	↓
Indigenous students (c)				
Mean scale score	no.	512.2 ± 7.0	512.3 ± 8.8	●
At or above NMS	%	66.7 ± 4.6	66.2 ± 5.1	●
Non-Indigenous students				
Mean scale score	no.	579.7 ± 3.8	567.6 ± 3.7	↓
At or above NMS	%	88.0 ± 0.9	86.4 ± 1.0	↓
LBOTE students (d)				
At or above NMS	%	88.5 ± 1.4	86.6 ± 1.5	●
Male students				
At or above NMS	%	82.5 ± 1.4	80.2 ± 1.5	↓
Female students				
At or above NMS	%	92.9 ± 0.7	91.9 ± 0.8	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.63 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Victoria (a), (b)**

	2011	2012	Statistical significance of difference in average achievement 2011 to 2012
(b)	Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.		
(c)	A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.		
(d)	A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.		
Source:	ACARA (2012 and unpublished) <i>NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012</i> , ACARA, Sydney; ACARA (unpublished).		

TABLE 4A.64

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Queensland (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	404.1 ± 2.1	403.3 ± 2.0	●
At or above NMS	%	94.3 ± 0.4	94.7 ± 0.4	●
Indigenous students (c)				
Mean scale score	no.	349.9 ± 4.6	345.3 ± 5.9	●
At or above NMS	%	84.0 ± 1.8	81.7 ± 2.5	●
Non-Indigenous students				
Mean scale score	no.	408.9 ± 1.9	407.8 ± 1.8	●
At or above NMS	%	95.3 ± 0.4	95.7 ± 0.3	●
LBOTE students (d)				
At or above NMS	%	91.0 ± 1.6	90.7 ± 2.0	●
Male students				
At or above NMS	%	92.1 ± 0.6	92.7 ± 0.6	●
Female students				
At or above NMS	%	96.7 ± 0.3	96.9 ± 0.3	●
Year 5				
All students				
Mean scale score	no.	470.9 ± 2.0	457.7 ± 2.1	↓
At or above NMS	%	90.2 ± 0.6	88.3 ± 0.7	↓
Indigenous students (c)				
Mean scale score	no.	416.5 ± 4.9	398.4 ± 6.4	↓
At or above NMS	%	72.1 ± 2.3	65.3 ± 3.3	↓
Non-Indigenous students				
Mean scale score	no.	475.6 ± 1.9	462.1 ± 2.0	↓
At or above NMS	%	91.7 ± 0.5	90.0 ± 0.6	↓
LBOTE students (d)				
At or above NMS	%	85.6 ± 2.3	84.4 ± 3.0	●
Male students				
At or above NMS	%	86.1 ± 0.9	84.2 ± 1.0	↓
Female students				
At or above NMS	%	94.4 ± 0.5	92.9 ± 0.6	↓
Year 7				
All students				
Mean scale score	no.	532.9 ± 2.2	511.7 ± 2.1	↓

TABLE 4A.64

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Queensland (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.6 ± 0.5	88.8 ± 0.7	↓
Indigenous students (c)				
Mean scale score	no.	474.1 ± 5.5	453.8 ± 6.7	↓
At or above NMS	%	74.0 ± 2.5	67.1 ± 3.1	↓
Non-Indigenous students				
Mean scale score	no.	537.6 ± 2.0	516.0 ± 1.9	↓
At or above NMS	%	93.0 ± 0.4	90.4 ± 0.6	↓
LBOTE students (d)				
At or above NMS	%	87.9 ± 2.2	83.1 ± 2.9	↓
Male students				
At or above NMS	%	88.2 ± 0.8	84.3 ± 0.9	↓
Female students				
At or above NMS	%	95.1 ± 0.4	93.6 ± 0.6	↓
Year 9				
All students				
Mean scale score	no.	564.4 ± 3.9	539.4 ± 3.7	↓
At or above NMS	%	85.0 ± 1.1	78.3 ± 1.4	↓
Indigenous students (c)				
Mean scale score	no.	498.2 ± 6.8	477.5 ± 6.0	↓
At or above NMS	%	60.8 ± 3.1	50.3 ± 2.7	↓
Non-Indigenous students				
Mean scale score	no.	569.5 ± 3.7	543.9 ± 3.5	↓
At or above NMS	%	86.9 ± 1.0	80.4 ± 1.3	↓
LBOTE students (d)				
At or above NMS	%	81.4 ± 3.7	73.4 ± 4.5	↓
Male students				
At or above NMS	%	78.8 ± 1.6	70.3 ± 1.9	↓
Female students				
At or above NMS	%	91.4 ± 0.9	86.7 ± 1.1	↓

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

• = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.64 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Queensland (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source: ACARA (2012 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney; ACARA (unpublished).</i>			

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Western Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	403.9 ± 2.5	406.8 ± 2.6	●
At or above NMS	%	94.8 ± 0.6	94.7 ± 0.6	●
Indigenous students (c)				
Mean scale score	no.	321.9 ± 7.4	315.9 ± 7.2	●
At or above NMS	%	74.6 ± 3.4	71.2 ± 3.6	●
Non-Indigenous students				
Mean scale score	no.	410.3 ± 2.2	413.5 ± 2.2	↑
At or above NMS	%	96.3 ± 0.4	96.3 ± 0.4	●
LBOTE students (d)				
At or above NMS	%	93.3 ± 1.5	93.3 ± 1.3	●
Male students				
At or above NMS	%	92.9 ± 0.8	92.9 ± 0.8	●
Female students				
At or above NMS	%	96.7 ± 0.5	96.5 ± 0.5	●
Year 5				
All students				
Mean scale score	no.	472.2 ± 2.8	469.9 ± 2.6	●
At or above NMS	%	90.5 ± 0.8	91.0 ± 0.8	●
Indigenous students (c)				
Mean scale score	no.	379.8 ± 7.9	382.1 ± 8.0	●
At or above NMS	%	56.4 ± 4.0	58.9 ± 3.5	●
Non-Indigenous students				
Mean scale score	no.	479.3 ± 2.4	476.9 ± 2.3	●
At or above NMS	%	93.0 ± 0.6	93.5 ± 0.6	●
LBOTE students (d)				
At or above NMS	%	89.9 ± 1.7	90.2 ± 1.7	●
Male students				
At or above NMS	%	87.2 ± 1.1	87.7 ± 1.0	●
Female students				
At or above NMS	%	94.0 ± 0.8	94.3 ± 0.7	●
Year 7				
All students				
Mean scale score	no.	529.5 ± 3.3	520.9 ± 3.2	↓

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Western Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.3 ± 0.9	90.6 ± 0.8	•
Indigenous students (c)				
Mean scale score	no.	442.6 ± 8.1	435.8 ± 8.2	•
At or above NMS	%	60.7 ± 4.1	59.6 ± 4.1	•
Non-Indigenous students				
Mean scale score	no.	535.9 ± 3.0	527.1 ± 3.0	↓
At or above NMS	%	93.5 ± 0.6	92.7 ± 0.7	•
LBOTE students (d)				
At or above NMS	%	89.9 ± 1.7	90.0 ± 1.7	•
Male students				
At or above NMS	%	88.2 ± 1.2	86.6 ± 1.2	•
Female students				
At or above NMS	%	94.6 ± 0.7	94.7 ± 0.7	•
Year 9				
All students				
Mean scale score	no.	561.8 ± 6.6	557.5 ± 5.9	•
At or above NMS	%	83.1 ± 2.0	82.7 ± 1.8	•
Indigenous students (c)				
Mean scale score	no.	465.2 ± 12.1	460.7 ± 10.5	•
At or above NMS	%	47.4 ± 5.2	44.2 ± 5.3	•
Non-Indigenous students				
Mean scale score	no.	568.0 ± 6.1	563.7 ± 5.5	•
At or above NMS	%	85.4 ± 1.7	85.2 ± 1.5	•
LBOTE students (d)				
At or above NMS	%	83.1 ± 3.8	83.2 ± 2.5	•
Male students				
At or above NMS	%	77.6 ± 2.8	76.4 ± 2.5	•
Female students				
At or above NMS	%	89.3 ± 1.6	89.4 ± 1.5	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.65 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Western Australia (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source: ACARA (2012 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney; ACARA (unpublished).</i>			

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, South Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	400.1 ± 2.9	403.3 ± 2.9	●
At or above NMS	%	94.1 ± 0.7	95.3 ± 0.7	↑
Indigenous students (c)				
Mean scale score	no.	335.3 ± 10.5	345.0 ± 9.0	●
At or above NMS	%	77.5 ± 5.5	79.5 ± 4.6	●
Non-Indigenous students				
Mean scale score	no.	402.6 ± 2.7	405.7 ± 2.8	●
At or above NMS	%	94.9 ± 0.7	96.0 ± 0.6	↑
LBOTE students (d)				
At or above NMS	%	92.3 ± 1.9	92.2 ± 2.2	●
Male students				
At or above NMS	%	92.1 ± 1.0	93.5 ± 1.0	●
Female students				
At or above NMS	%	96.3 ± 0.6	97.2 ± 0.5	↑
Year 5				
All students				
Mean scale score	no.	469.7 ± 3.2	463.2 ± 2.8	↓
At or above NMS	%	90.3 ± 1.0	90.6 ± 1.0	●
Indigenous students (c)				
Mean scale score	no.	399.2 ± 9.6	401.7 ± 9.4	●
At or above NMS	%	65.5 ± 5.5	65.7 ± 5.5	●
Non-Indigenous students				
Mean scale score	no.	472.2 ± 3.1	465.8 ± 2.7	↓
At or above NMS	%	91.4 ± 0.9	91.6 ± 0.9	●
LBOTE students (d)				
At or above NMS	%	88.8 ± 2.4	87.5 ± 2.3	●
Male students				
At or above NMS	%	86.7 ± 1.5	86.7 ± 1.4	●
Female students				
At or above NMS	%	94.2 ± 0.8	94.7 ± 0.8	●
Year 7				
All students				
Mean scale score	no.	528.8 ± 3.6	516.5 ± 3.1	↓

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, South Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.2 ± 0.9	90.2 ± 0.9	●
Indigenous students (c)				
Mean scale score	no.	450.7 ± 11.9	453.6 ± 10.6	●
At or above NMS	%	64.3 ± 5.5	67.4 ± 5.2	●
Non-Indigenous students				
Mean scale score	no.	531.6 ± 3.4	519.2 ± 3.0	↓
At or above NMS	%	92.4 ± 0.8	91.2 ± 0.9	↓
LBOTE students (d)				
At or above NMS	%	90.2 ± 1.9	88.0 ± 2.2	●
Male students				
At or above NMS	%	87.7 ± 1.3	86.2 ± 1.4	●
Female students				
At or above NMS	%	94.8 ± 0.7	94.4 ± 0.8	●
Year 9				
All students				
Mean scale score	no.	560.3 ± 7.1	549.7 ± 6.6	↓
At or above NMS	%	82.2 ± 2.4	81.0 ± 2.4	●
Indigenous students (c)				
Mean scale score	no.	472.6 ± 11.4	476.8 ± 11.2	●
At or above NMS	%	48.7 ± 6.1	49.6 ± 5.8	●
Non-Indigenous students				
Mean scale score	no.	562.7 ± 6.9	552.2 ± 6.4	↓
At or above NMS	%	83.3 ± 2.2	82.3 ± 2.2	●
LBOTE students (d)				
At or above NMS	%	79.3 ± 5.4	78.5 ± 4.5	●
Male students				
At or above NMS	%	75.8 ± 3.1	74.6 ± 3.1	●
Female students				
At or above NMS	%	89.0 ± 1.9	87.8 ± 2.0	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically ● = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.66 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, South Australia (a), (b)**

	2011	2012	Statistical significance of difference in average achievement 2011 to 2012
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source:</i> ACARA (2012 and unpublished) <i>NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012</i> , ACARA, Sydney; ACARA (unpublished).			

TABLE 4A.67

Table 4A.67 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Tasmania (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	400.7 ± 4.5	411.6 ± 4.5	↑
At or above NMS	%	95.2 ± 0.8	95.6 ± 0.8	●
Indigenous students (c)				
Mean scale score	no.	366.7 ± 9.7	376.1 ± 9.2	●
At or above NMS	%	90.4 ± 3.7	90.4 ± 3.4	●
Non-Indigenous students				
Mean scale score	no.	403.6 ± 4.5	413.9 ± 4.5	↑
At or above NMS	%	95.6 ± 0.8	96.0 ± 0.8	●
LBOTE students (d)				
At or above NMS	%	90.1 ± 3.5	94.0 ± 3.1	●
Male students				
At or above NMS	%	93.2 ± 1.3	93.4 ± 1.3	●
Female students				
At or above NMS	%	97.3 ± 0.6	97.9 ± 0.7	●
Year 5				
All students				
Mean scale score	no.	465.2 ± 4.8	471.5 ± 4.5	●
At or above NMS	%	90.3 ± 1.4	92.1 ± 1.2	●
Indigenous students (c)				
Mean scale score	no.	433.6 ± 6.4	441.6 ± 7.9	●
At or above NMS	%	79.6 ± 4.3	85.2 ± 3.7	●
Non-Indigenous students				
Mean scale score	no.	468.1 ± 4.9	474.0 ± 4.5	●
At or above NMS	%	91.1 ± 1.4	92.8 ± 1.1	●
LBOTE students (d)				
At or above NMS	%	84.9 ± 5.3	93.7 ± 3.4	↑
Male students				
At or above NMS	%	86.4 ± 2.1	88.4 ± 1.9	●
Female students				
At or above NMS	%	94.5 ± 1.1	96.0 ± 0.9	↑
Year 7				
All students				
Mean scale score	no.	507.5 ± 9.0	508.3 ± 7.4	●

Table 4A.67 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Tasmania (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	84.3 ± 3.0	87.7 ± 2.1	●
Indigenous students (c)				
Mean scale score	no.	464.6 ± 11.8	475.6 ± 7.2	●
At or above NMS	%	69.5 ± 6.3	79.1 ± 4.2	↑
Non-Indigenous students				
Mean scale score	no.	512.7 ± 8.3	511.1 ± 7.1	●
At or above NMS	%	86.1 ± 2.6	88.7 ± 2.0	●
LBOTE students (d)				
At or above NMS	%	78.8 ± 8.6	80.9 ± 9.5	●
Male students				
At or above NMS	%	77.3 ± 4.2	81.8 ± 2.9	●
Female students				
At or above NMS	%	91.7 ± 2.2	93.8 ± 1.6	●
Year 9				
All students				
Mean scale score	no.	545.8 ± 11.0	543.7 ± 9.4	●
At or above NMS	%	77.0 ± 3.9	78.7 ± 3.5	●
Indigenous students (c)				
Mean scale score	no.	499.7 ± 12.3	504.7 ± 11.5	●
At or above NMS	%	60.0 ± 6.8	61.6 ± 5.6	●
Non-Indigenous students				
Mean scale score	no.	552.0 ± 10.3	547.9 ± 9.4	●
At or above NMS	%	79.5 ± 3.5	80.5 ± 3.2	●
LBOTE students (d)				
At or above NMS	%	74.8 ± 11.4	69.8 ± 11.1	●
Male students				
At or above NMS	%	68.5 ± 4.8	71.0 ± 4.5	●
Female students				
At or above NMS	%	86.0 ± 3.5	86.6 ± 3.1	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

↑ = Average achievement significantly higher, statistically ● = No significant difference, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.67 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Tasmania (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source: ACARA (2012 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney; ACARA (unpublished).</i>			

TABLE 4A.68

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australian Capital Territory (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	419.7 ± 5.0	416.0 ± 5.5	●
At or above NMS	%	96.2 ± 1.1	96.4 ± 1.0	●
Indigenous students (c)				
Mean scale score	no.	366.1 ± 17.7	372.5 ± 15.5	●
At or above NMS	%	90.5 ± 5.3	88.4 ± 6.9	●
Non-Indigenous students				
Mean scale score	no.	420.9 ± 4.9	417.3 ± 5.4	●
At or above NMS	%	96.3 ± 1.1	96.6 ± 0.9	●
LBOTE students (d)				
At or above NMS	%	94.0 ± 3.1	95.0 ± 1.9	●
Male students				
At or above NMS	%	94.5 ± 1.6	94.8 ± 1.6	●
Female students				
At or above NMS	%	98.0 ± 0.8	98.2 ± 0.7	●
Year 5				
All students				
Mean scale score	no.	495.0 ± 5.5	485.2 ± 5.7	↓
At or above NMS	%	93.7 ± 1.4	93.6 ± 1.5	●
Indigenous students (c)				
Mean scale score	no.	448.9 ± 17.0	434.5 ± 20.9	●
At or above NMS	%	87.0 ± 7.3	74.3 ± 9.5	↓
Non-Indigenous students				
Mean scale score	no.	496.0 ± 5.6	486.4 ± 5.6	↓
At or above NMS	%	93.9 ± 1.3	94.1 ± 1.5	●
LBOTE students (d)				
At or above NMS	%	92.4 ± 2.9	92.2 ± 2.6	●
Male students				
At or above NMS	%	90.9 ± 2.3	90.9 ± 2.3	●
Female students				
At or above NMS	%	96.6 ± 1.0	96.3 ± 1.2	●
Year 7				
All students				
Mean scale score	no.	535.7 ± 10.0	519.5 ± 9.1	↓

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australian Capital Territory (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.8 ± 2.5	89.8 ± 2.5	●
Indigenous students (c)				
Mean scale score	no.	478.9 ± 21.8	458.5 ± 16.9	●
At or above NMS	%	69.3 ± 11.6	71.9 ± 10.6	●
Non-Indigenous students				
Mean scale score	no.	537.0 ± 9.8	521.0 ± 9.1	↓
At or above NMS	%	92.4 ± 2.4	90.2 ± 2.4	●
LBOTE students (d)				
At or above NMS	%	92.1 ± 2.8	88.9 ± 3.7	●
Male students				
At or above NMS	%	88.3 ± 3.8	84.9 ± 3.9	●
Female students				
At or above NMS	%	95.4 ± 1.8	94.9 ± 1.9	●
Year 9				
All students				
Mean scale score	no.	574.9 ± 12.5	561.9 ± 11.7	●
At or above NMS	%	85.5 ± 3.4	83.4 ± 3.6	●
Indigenous students (c)				
Mean scale score	no.	500.4 ± 25.0	500.8 ± 23.1	●
At or above NMS	%	62.7 ± 13.4	63.9 ± 10.8	●
Non-Indigenous students				
Mean scale score	no.	576.9 ± 12.2	563.2 ± 11.5	●
At or above NMS	%	86.1 ± 3.3	83.8 ± 3.5	●
LBOTE students (d)				
At or above NMS	%	83.1 ± 4.7	83.3 ± 5.3	●
Male students				
At or above NMS	%	78.5 ± 5.0	76.6 ± 5.1	●
Female students				
At or above NMS	%	92.8 ± 2.5	90.3 ± 2.7	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

● = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.68 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australian Capital Territory (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source: ACARA (2012 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney; ACARA (unpublished).</i>			

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Northern Territory (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	330.0 ± 17.2	322.9 ± 21.1	•
At or above NMS	%	70.4 ± 6.2	69.3 ± 6.9	•
Indigenous students (c)				
Mean scale score	no.	250.9 ± 14.2	226.2 ± 22.3	•
At or above NMS	%	42.0 ± 6.5	37.1 ± 7.3	•
Non-Indigenous students				
Mean scale score	no.	393.4 ± 8.1	395.4 ± 7.1	•
At or above NMS	%	92.6 ± 2.2	93.5 ± 2.1	•
LBOTE students (d)				
At or above NMS	%	48.2 ± 7.8	43.2 ± 8.6	•
Male students				
At or above NMS	%	66.1 ± 7.0	63.7 ± 7.5	•
Female students				
At or above NMS	%	74.7 ± 5.9	75.1 ± 6.8	•
Year 5				
All students				
Mean scale score	no.	396.5 ± 18.2	390.9 ± 21.7	•
At or above NMS	%	61.7 ± 7.2	62.2 ± 7.2	•
Indigenous students (c)				
Mean scale score	no.	314.3 ± 16.0	299.1 ± 22.4	•
At or above NMS	%	29.1 ± 6.2	28.8 ± 6.4	•
Non-Indigenous students				
Mean scale score	no.	464.8 ± 6.6	466.3 ± 7.3	•
At or above NMS	%	88.7 ± 2.7	89.5 ± 2.6	•
LBOTE students (d)				
At or above NMS	%	35.7 ± 7.8	35.3 ± 8.2	•
Male students				
At or above NMS	%	55.9 ± 7.5	56.9 ± 7.5	•
Female students				
At or above NMS	%	67.4 ± 7.2	67.9 ± 7.2	•
Year 7				
All students				
Mean scale score	no.	446.3 ± 27.5	434.8 ± 30.2	•

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Northern Territory (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	59.2 ± 9.4	60.3 ± 9.8	●
Indigenous students (c)				
Mean scale score	no.	350.6 ± 21.5	328.9 ± 29.5	●
At or above NMS	%	26.0 ± 7.5	25.3 ± 8.5	●
Non-Indigenous students				
Mean scale score	no.	520.9 ± 16.2	512.9 ± 13.7	●
At or above NMS	%	84.8 ± 5.0	85.8 ± 4.4	●
LBOTE students (d)				
At or above NMS	%	35.3 ± 12.9	33.3 ± 13.0	●
Male students				
At or above NMS	%	53.7 ± 9.8	54.3 ± 9.7	●
Female students				
At or above NMS	%	65.3 ± 9.8	66.5 ± 10.1	●
Year 9				
All students				
Mean scale score	no.	491.9 ± 24.9	472.2 ± 28.4	●
At or above NMS	%	57.5 ± 8.5	55.0 ± 8.8	●
Indigenous students (c)				
Mean scale score	no.	384.5 ± 24.6	359.6 ± 29.3	●
At or above NMS	%	22.5 ± 6.7	19.8 ± 6.4	●
Non-Indigenous students				
Mean scale score	no.	561.5 ± 11.3	541.6 ± 17.4	●
At or above NMS	%	79.6 ± 5.8	76.7 ± 6.5	●
LBOTE students (d)				
At or above NMS	%	37.3 ± 13.1	34.1 ± 13.4	●
Male students				
At or above NMS	%	50.2 ± 8.6	48.4 ± 8.3	●
Female students				
At or above NMS	%	65.1 ± 8.6	62.4 ± 9.9	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

● = No significant difference, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.69 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Northern Territory (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source: ACARA (2012 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney; ACARA (unpublished).</i>			

TABLE 4A.70

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
Year 3				
All students				
Mean scale score	no.	415.9 ± 0.9	415.8 ± 0.9	●
At or above NMS	%	95.3 ± 0.2	95.3 ± 0.2	●
Indigenous students (c)				
Mean scale score	no.	343.5 ± 4.0	339.8 ± 4.8	●
At or above NMS	%	79.9 ± 1.6	78.3 ± 1.7	●
Non-Indigenous students				
Mean scale score	no.	420.1 ± 0.8	420.1 ± 0.8	●
At or above NMS	%	96.2 ± 0.2	96.4 ± 0.1	●
LBOTE students (d)				
At or above NMS	%	93.9 ± 0.5	93.7 ± 0.5	●
Male students				
At or above NMS	%	93.5 ± 0.3	93.6 ± 0.3	●
Female students				
At or above NMS	%	97.1 ± 0.2	97.2 ± 0.2	●
Year 5				
All students				
Mean scale score	no.	482.6 ± 1.0	477.0 ± 1.0	↓
At or above NMS	%	92.5 ± 0.3	92.1 ± 0.3	↓
Indigenous students (c)				
Mean scale score	no.	408.1 ± 4.0	398.8 ± 5.3	↓
At or above NMS	%	68.9 ± 1.8	66.3 ± 1.9	●
Non-Indigenous students				
Mean scale score	no.	486.7 ± 0.9	481.3 ± 0.9	↓
At or above NMS	%	93.9 ± 0.2	93.6 ± 0.2	↓
LBOTE students (d)				
At or above NMS	%	92.0 ± 0.6	91.7 ± 0.6	●
Male students				
At or above NMS	%	89.6 ± 0.3	89.0 ± 0.4	↓
Female students				
At or above NMS	%	95.5 ± 0.2	95.4 ± 0.2	●
Year 7				
All students				
Mean scale score	no.	529.1 ± 1.4	518.3 ± 1.4	↓

TABLE 4A.70

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australia (a), (b)**

		2011	2012	Statistical significance of difference in average achievement 2011 to 2012
At or above NMS	%	91.1 ± 0.3	89.9 ± 0.4	↓
Indigenous students (c)				
Mean scale score	no.	454.5 ± 3.9	442.2 ± 4.8	↓
At or above NMS	%	66.9 ± 1.6	63.7 ± 1.8	↓
Non-Indigenous students				
Mean scale score	no.	533.2 ± 1.4	522.4 ± 1.3	↓
At or above NMS	%	92.6 ± 0.3	91.4 ± 0.3	↓
LBOTE students (d)				
At or above NMS	%	90.6 ± 0.7	89.7 ± 0.7	●
Male students				
At or above NMS	%	87.5 ± 0.5	85.7 ± 0.5	↓
Female students				
At or above NMS	%	95.0 ± 0.3	94.4 ± 0.3	↓
Year 9				
All students				
Mean scale score	no.	565.9 ± 2.0	553.7 ± 2.0	↓
At or above NMS	%	84.8 ± 0.6	81.7 ± 0.6	↓
Indigenous students (c)				
Mean scale score	no.	483.0 ± 4.0	469.4 ± 4.4	↓
At or above NMS	%	55.0 ± 1.7	48.8 ± 1.7	↓
Non-Indigenous students				
Mean scale score	no.	570.2 ± 1.9	558.1 ± 1.9	↓
At or above NMS	%	86.4 ± 0.5	83.4 ± 0.6	↓
LBOTE students (d)				
At or above NMS	%	85.7 ± 1.0	83.1 ± 1.1	↓
Male students				
At or above NMS	%	79.0 ± 0.8	75.0 ± 0.9	↓
Female students				
At or above NMS	%	91.0 ± 0.4	88.7 ± 0.5	↓

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

● = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.70 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for persuasive writing, and statistical significance of differences 2011 and 2012, Australia (a), (b)**

	2011	2012	<i>Statistical significance of difference in average achievement 2011 to 2012</i>
(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.			
(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.			
(d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.			
<i>Source: ACARA (2012 and unpublished) NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2012, ACARA, Sydney; ACARA (unpublished).</i>			

TABLE 4A.71

Table 4A.71 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2012 (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>
Year 3									
Average age (d)	<i>8 y 7 m</i>	<i>8 y 9 m</i>	<i>8 y 5 m</i>	<i>8 y 5 m</i>	<i>8 y 7 m</i>	<i>8 y 11 m</i>	<i>8 y 8 m</i>	<i>8 y 6 m</i>	<i>8 y 7 m</i>
Years of schooling (d)	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>	<i>3 y 4 m</i>
All students	95.1 ± 0.3	95.6 ± 0.4	92.7 ± 0.5	92.5 ± 0.7	91.9 ± 0.9	93.9 ± 1.0	96.5 ± 0.8	70.0 ± 6.4	93.9 ± 0.2
Indigenous students (e)	82.9 ± 1.9	85.9 ± 3.1	74.1 ± 2.6	63.9 ± 3.2	66.7 ± 5.0	86.0 ± 3.6	84.0 ± 7.6	39.5 ± 6.8	72.7 ± 1.6
Non-Indigenous students	95.7 ± 0.3	95.9 ± 0.3	94.2 ± 0.4	94.5 ± 0.6	93.0 ± 0.8	94.5 ± 1.0	96.8 ± 0.8	92.9 ± 2.5	95.1 ± 0.2
LBOTE students (f)	95.0 ± 0.5	94.1 ± 0.6	87.7 ± 2.3	91.1 ± 1.5	87.4 ± 2.7	93.4 ± 3.7	95.1 ± 1.9	45.7 ± 7.9	92.2 ± 0.5
Male students	94.3 ± 0.4	94.8 ± 0.5	92.2 ± 0.7	92.2 ± 0.9	91.3 ± 1.2	93.1 ± 1.3	96.2 ± 1.1	67.5 ± 6.8	93.3 ± 0.3
Female students	95.8 ± 0.3	96.4 ± 0.3	93.2 ± 0.5	92.7 ± 0.8	92.5 ± 0.9	94.7 ± 1.2	96.8 ± 1.0	72.4 ± 6.5	94.6 ± 0.2
Year 5									
Average age (d)	<i>10 y 7 m</i>	<i>10 y 9 m</i>	<i>10 y 3 m</i>	<i>10 y 5 m</i>	<i>10 y 7 m</i>	<i>10 y 11 m</i>	<i>10 y 8 m</i>	<i>10 y 6 m</i>	<i>10 y 7 m</i>
Years of schooling (d)	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>	<i>5 y 4 m</i>
All students	94.5 ± 0.3	95.0 ± 0.4	91.7 ± 0.6	91.7 ± 0.8	91.7 ± 0.9	92.6 ± 1.2	95.8 ± 1.2	66.5 ± 6.9	93.3 ± 0.2
Indigenous students (e)	80.8 ± 1.7	83.2 ± 2.8	69.5 ± 3.1	60.4 ± 4.0	66.8 ± 4.5	85.3 ± 3.8	81.5 ± 8.9	34.9 ± 6.5	69.2 ± 1.9
Non-Indigenous students	95.2 ± 0.3	95.3 ± 0.4	93.4 ± 0.5	94.1 ± 0.5	92.7 ± 0.8	93.1 ± 1.1	96.2 ± 1.1	92.3 ± 2.3	94.6 ± 0.2
LBOTE students (f)	94.4 ± 0.5	93.8 ± 0.6	85.2 ± 3.0	89.6 ± 1.7	87.2 ± 2.4	91.3 ± 4.4	93.1 ± 2.5	40.9 ± 8.0	91.4 ± 0.6
Male students	93.8 ± 0.4	94.2 ± 0.5	91.2 ± 0.8	91.3 ± 0.9	90.8 ± 1.1	92.2 ± 1.5	95.4 ± 1.5	64.8 ± 7.4	92.6 ± 0.3
Female students	95.2 ± 0.4	95.8 ± 0.3	92.3 ± 0.7	92.1 ± 0.8	92.7 ± 1.0	93.1 ± 1.3	96.2 ± 1.3	68.4 ± 7.0	94.0 ± 0.2
Year 7									
Average age (d)	<i>12 y 7 m</i>	<i>12 y 9 m</i>	<i>12 y 1 m</i>	<i>12 y 5 m</i>	<i>12 y 7 m</i>	<i>12 y 11 m</i>	<i>12 y 8 m</i>	<i>12 y 6 m</i>	<i>12 y 6 m</i>
Years of schooling (d)	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>6 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 4 m</i>	<i>7 y 2 m</i>
All students	93.8 ± 0.5	95.0 ± 0.5	93.8 ± 0.5	93.9 ± 0.6	93.5 ± 0.8	93.2 ± 1.5	95.0 ± 1.6	70.5 ± 8.4	93.8 ± 0.3
Indigenous students (e)	77.6 ± 1.8	85.7 ± 2.9	78.7 ± 2.4	70.9 ± 3.6	74.1 ± 4.4	87.8 ± 3.6	81.9 ± 9.2	41.8 ± 8.5	74.4 ± 1.5
Non-Indigenous students	94.6 ± 0.4	95.3 ± 0.5	94.9 ± 0.4	95.5 ± 0.5	94.3 ± 0.7	93.9 ± 1.4	95.4 ± 1.5	91.6 ± 3.3	94.9 ± 0.2

TABLE 4A.71

Table 4A.71 **Proportion of students who achieved at or above the national minimum standard for numeracy, 2012 (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>
LBOTE students (f)	94.4 ± 0.8	94.3 ± 0.9	88.7 ± 2.3	92.8 ± 1.3	90.4 ± 2.0	87.6 ± 7.5	93.0 ± 3.0	47.0 ± 11.2	92.4 ± 0.6
Male students	93.5 ± 0.6	94.6 ± 0.7	93.5 ± 0.6	93.6 ± 0.7	93.5 ± 0.9	92.8 ± 1.8	94.8 ± 2.0	69.9 ± 8.6	93.5 ± 0.3
Female students	94.1 ± 0.5	95.4 ± 0.5	94.1 ± 0.5	94.3 ± 0.8	93.5 ± 0.9	93.6 ± 1.7	95.3 ± 1.8	71.2 ± 8.7	94.1 ± 0.3
Year 9									
Average age (d)	14 y 7 m	14 y 9 m	14 y 1 m	14 y 4 m	14 y 7 m	14 y 10 m	14 y 8 m	14 y 6 m	14 y 6 m
Years of schooling (d)	9 y 4 m	9 y 4 m	8 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 4 m	9 y 2 m
All students	93.7 ± 0.5	95.0 ± 0.5	93.7 ± 0.6	93.1 ± 1.0	92.9 ± 1.2	92.4 ± 1.8	95.5 ± 1.4	74.0 ± 7.1	93.7 ± 0.3
Indigenous students (e)	78.1 ± 2.1	83.1 ± 3.1	78.1 ± 2.6	67.7 ± 4.3	72.0 ± 4.7	84.3 ± 4.6	86.8 ± 7.0	44.7 ± 7.8	74.2 ± 1.6
Non-Indigenous students	94.5 ± 0.5	95.2 ± 0.5	94.8 ± 0.5	94.7 ± 0.8	93.8 ± 1.2	93.3 ± 1.6	95.7 ± 1.3	92.2 ± 4.0	94.7 ± 0.3
LBOTE students (f)	94.5 ± 0.9	94.4 ± 0.9	88.5 ± 3.2	92.8 ± 1.7	89.4 ± 3.6	82.6 ± 7.9	94.4 ± 2.4	53.2 ± 11.3	92.8 ± 0.7
Male students	94.1 ± 0.6	95.0 ± 0.7	93.7 ± 0.7	93.3 ± 1.1	93.4 ± 1.3	93.0 ± 2.0	95.5 ± 1.8	74.6 ± 7.0	93.9 ± 0.3
Female students	93.4 ± 0.6	95.0 ± 0.5	93.7 ± 0.7	92.9 ± 1.1	92.4 ± 1.5	91.7 ± 2.0	95.5 ± 1.4	73.4 ± 7.8	93.5 ± 0.3

LBOTE = Language Background Other Than English.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.
- (c) Data for years 2008-2011 were included in earlier Reports.
- (d) The average age of students was calculated from the date of birth provided by each State and Territory. States and territories have different school starting ages. Years of schooling is an estimate of the average time students had spent in schooling at the time of testing.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.72

Table 4A.72 **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, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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									
Indigenous students									
Metropolitan	86.9 ± 2.2	88.1 ± 4.4	78.9 ± 3.1	72.1 ± 4.4	73.8 ± 5.1	83.4 ± 7.3	84.3 ± 7.8	..	81.4 ± 1.6
Provincial	81.0 ± 2.4	84.0 ± 3.9	78.5 ± 3.4	68.6 ± 6.1	66.9 ± 8.3	87.8 ± 4.6	np	73.5 ± 8.7	78.8 ± 1.6
Remote	64.9 ± 13.7	np	61.3 ± 11.5	58.2 ± 8.1	np	np	..	50.9 ± 10.4	58.6 ± 5.0
Very remote	72.3 ± 15.0	..	47.1 ± 8.9	51.3 ± 6.9	35.6 ± 10.2	np	..	23.3 ± 6.4	37.9 ± 5.2
Total	82.9 ± 1.9	85.9 ± 3.1	74.1 ± 2.6	63.9 ± 3.2	66.7 ± 5.0	86.0 ± 3.6	84.0 ± 7.6	39.5 ± 6.8	72.7 ± 1.6
Non-Indigenous students									
Metropolitan	96.1 ± 0.3	96.0 ± 0.4	94.7 ± 0.5	95.0 ± 0.7	93.5 ± 1.0	94.2 ± 1.7	96.8 ± 0.8	..	95.5 ± 0.2
Provincial	94.4 ± 0.6	95.4 ± 0.6	92.9 ± 0.7	93.0 ± 1.1	91.5 ± 1.5	94.6 ± 1.1	np	92.0 ± 3.1	93.9 ± 0.3
Remote	94.3 ± 4.5	97.0 ± 7.1	91.5 ± 2.6	92.9 ± 2.6	92.5 ± 3.5	98.4 ± 3.1	..	94.7 ± 3.4	93.0 ± 1.4
Very remote	92.6 ± 8.3	..	88.9 ± 5.0	92.2 ± 3.5	87.9 ± 6.9	np	..	97.8 ± 2.5	91.4 ± 2.5
Total	95.7 ± 0.3	95.9 ± 0.3	94.2 ± 0.4	94.5 ± 0.6	93.0 ± 0.8	94.5 ± 1.0	96.8 ± 0.8	92.9 ± 2.5	95.1 ± 0.2
All students									
Metropolitan	95.8 ± 0.3	95.8 ± 0.4	94.0 ± 0.6	94.2 ± 0.7	92.9 ± 1.1	93.7 ± 1.8	96.5 ± 0.8	..	95.1 ± 0.2
Provincial	92.9 ± 0.8	94.8 ± 0.6	91.6 ± 0.9	91.1 ± 1.5	90.2 ± 1.7	94.0 ± 1.2	np	88.5 ± 4.0	92.6 ± 0.4
Remote	83.0 ± 8.7	97.1 ± 7.0	84.7 ± 5.1	85.3 ± 4.3	91.2 ± 4.1	97.3 ± 3.6	..	76.2 ± 9.4	84.6 ± 2.6
Very remote	83.4 ± 13.2	..	64.8 ± 8.2	69.6 ± 7.5	64.9 ± 11.6	np	..	33.2 ± 10.9	56.7 ± 5.8
Total	95.1 ± 0.3	95.6 ± 0.4	92.7 ± 0.5	92.5 ± 0.7	91.9 ± 0.9	93.9 ± 1.0	96.5 ± 0.8	70.0 ± 6.4	93.9 ± 0.2
Year 5									
Indigenous students									
Metropolitan	85.2 ± 2.2	84.3 ± 3.7	74.7 ± 3.6	72.3 ± 4.7	72.8 ± 5.4	85.2 ± 6.4	81.2 ± 9.7	..	79.5 ± 1.5
Provincial	78.3 ± 2.5	82.0 ± 4.3	75.8 ± 4.6	69.0 ± 6.5	67.2 ± 7.2	85.4 ± 5.1	np	67.5 ± 7.0	76.3 ± 1.7
Remote	71.4 ± 10.5	np	47.9 ± 13.5	52.1 ± 9.0	np	np	..	52.5 ± 7.9	55.3 ± 5.4

TABLE 4A.72

Table 4A.72 **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, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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>
Very remote	55.6 ± 22.3	..	41.9 ± 10.0	39.1 ± 8.5	36.9 ± 16.5	np	..	17.5 ± 5.1	29.2 ± 5.3
Total	80.8 ± 1.7	83.2 ± 2.8	69.5 ± 3.1	60.4 ± 4.0	66.8 ± 4.5	85.3 ± 3.8	81.5 ± 8.9	34.9 ± 6.5	69.2 ± 1.9
Non-Indigenous students									
Metropolitan	95.5 ± 0.3	95.6 ± 0.5	93.9 ± 0.6	94.6 ± 0.7	93.0 ± 1.1	93.0 ± 1.7	96.2 ± 1.1	..	95.0 ± 0.2
Provincial	94.3 ± 0.6	94.6 ± 0.6	92.2 ± 0.9	93.1 ± 1.1	92.2 ± 1.4	93.3 ± 1.3	np	91.7 ± 2.9	93.6 ± 0.4
Remote	91.5 ± 5.1	100.0	92.1 ± 2.9	92.2 ± 2.0	92.3 ± 2.9	90.5 ± 9.0	..	94.2 ± 3.6	92.5 ± 1.4
Very remote	94.1 ± 5.7	..	88.0 ± 5.5	88.1 ± 4.8	85.3 ± 9.5	np	..	94.8 ± 6.8	89.1 ± 3.2
Total	95.2 ± 0.3	95.3 ± 0.4	93.4 ± 0.5	94.1 ± 0.5	92.7 ± 0.8	93.1 ± 1.1	96.2 ± 1.1	92.3 ± 2.3	94.6 ± 0.2
All students									
Metropolitan	95.2 ± 0.4	95.3 ± 0.5	93.0 ± 0.7	93.7 ± 0.7	92.4 ± 1.2	92.5 ± 1.8	95.8 ± 1.2	..	94.5 ± 0.2
Provincial	92.6 ± 0.7	94.1 ± 0.7	90.7 ± 1.1	91.2 ± 1.4	91.2 ± 1.5	92.8 ± 1.4	np	86.9 ± 3.8	92.3 ± 0.4
Remote	83.1 ± 6.3	100.0	81.0 ± 7.0	82.5 ± 4.7	91.1 ± 3.7	91.0 ± 9.6	..	76.3 ± 7.9	82.9 ± 2.7
Very remote	75.5 ± 15.5	..	61.4 ± 8.7	60.5 ± 8.8	60.6 ± 15.1	np	..	25.9 ± 10.4	48.6 ± 6.5
Total	94.5 ± 0.3	95.0 ± 0.4	91.7 ± 0.6	91.7 ± 0.8	91.7 ± 0.9	92.6 ± 1.2	95.8 ± 1.2	66.5 ± 6.9	93.3 ± 0.2
Year 7									
Indigenous students									
Metropolitan	80.8 ± 2.4	87.9 ± 3.9	83.4 ± 2.5	80.7 ± 4.3	79.3 ± 4.7	85.0 ± 6.1	81.9 ± 9.2	..	82.3 ± 1.3
Provincial	75.7 ± 2.8	83.8 ± 3.9	81.8 ± 4.0	75.3 ± 5.5	74.3 ± 6.5	89.9 ± 4.4	..	74.4 ± 6.9	78.6 ± 1.8
Remote	68.0 ± 10.2	np	63.8 ± 11.7	70.4 ± 7.2	np	np	..	52.5 ± 13.0	64.1 ± 5.7
Very remote	np	..	58.7 ± 8.3	52.8 ± 7.9	46.1 ± 16.9	np	..	23.8 ± 6.5	42.4 ± 5.7
Total	77.6 ± 1.8	85.7 ± 2.9	78.7 ± 2.4	70.9 ± 3.6	74.1 ± 4.4	87.8 ± 3.6	81.9 ± 9.2	41.8 ± 8.5	74.4 ± 1.5
Non-Indigenous students									
Metropolitan	94.9 ± 0.5	95.6 ± 0.6	95.2 ± 0.5	95.7 ± 0.6	94.6 ± 0.8	93.4 ± 2.6	95.4 ± 1.5	..	95.2 ± 0.3
Provincial	93.6 ± 0.7	94.5 ± 0.9	94.3 ± 0.7	95.1 ± 0.9	93.6 ± 1.3	94.3 ± 1.5	..	91.2 ± 4.3	94.1 ± 0.4

TABLE 4A.72

Table 4A.72 **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, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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	91.8 ± 4.3	96.9 ± 4.4	92.4 ± 2.8	95.7 ± 1.8	92.7 ± 3.8	np	..	92.5 ± 4.3	93.6 ± 1.3
Very remote	np	..	91.6 ± 4.6	92.5 ± 3.2	95.0 ± 4.3	np	..	93.0 ± 7.0	92.4 ± 2.4
Total	94.6 ± 0.4	95.3 ± 0.5	94.9 ± 0.4	95.5 ± 0.5	94.3 ± 0.7	93.9 ± 1.4	95.4 ± 1.5	91.6 ± 3.3	94.9 ± 0.2
All students									
Metropolitan	94.5 ± 0.6	95.3 ± 0.6	94.7 ± 0.5	95.2 ± 0.7	94.1 ± 0.9	92.8 ± 2.8	95.0 ± 1.6	..	94.8 ± 0.3
Provincial	91.7 ± 0.9	93.9 ± 1.0	93.2 ± 0.8	93.6 ± 1.1	92.6 ± 1.4	93.6 ± 1.5	..	88.1 ± 5.1	92.8 ± 0.4
Remote	80.4 ± 6.7	97.0 ± 4.3	85.2 ± 5.1	89.7 ± 3.0	91.8 ± 4.0	88.0 ± 5.1	..	75.6 ± 11.7	86.0 ± 2.7
Very remote	65.6 ± 18.8	..	71.9 ± 7.1	69.7 ± 7.6	70.8 ± 15.8	np	..	31.5 ± 12.5	58.8 ± 6.0
Total	93.8 ± 0.5	95.0 ± 0.5	93.8 ± 0.5	93.9 ± 0.6	93.5 ± 0.8	93.2 ± 1.5	95.0 ± 1.6	70.5 ± 8.4	93.8 ± 0.3
Year 9									
Indigenous students									
Metropolitan	81.3 ± 2.6	83.3 ± 4.9	80.5 ± 3.4	72.6 ± 5.7	77.0 ± 6.5	79.9 ± 8.9	86.8 ± 7.0	..	79.9 ± 1.7
Provincial	76.5 ± 3.0	82.9 ± 3.9	79.7 ± 3.5	73.1 ± 6.0	69.5 ± 10.2	86.7 ± 5.7	..	60.6 ± 13.1	76.8 ± 2.2
Remote	65.7 ± 16.7	np	64.3 ± 15.3	63.3 ± 11.8	np	np	..	54.4 ± 13.7	61.7 ± 7.2
Very remote	np	..	57.3 ± 11.5	52.8 ± 12.3	51.9 ± 15.9	np	..	29.0 ± 5.7	42.9 ± 6.2
Total	78.1 ± 2.1	83.1 ± 3.1	78.1 ± 2.6	67.7 ± 4.3	72.0 ± 4.7	84.3 ± 4.6	86.8 ± 7.0	44.7 ± 7.8	74.2 ± 1.6
Non-Indigenous students									
Metropolitan	94.9 ± 0.6	95.4 ± 0.6	95.0 ± 0.7	95.1 ± 0.9	93.9 ± 1.5	93.4 ± 2.7	95.7 ± 1.3	..	95.0 ± 0.3
Provincial	93.6 ± 0.7	94.5 ± 0.9	94.4 ± 0.8	94.0 ± 1.3	93.0 ± 1.8	93.3 ± 1.7	..	91.4 ± 4.9	94.0 ± 0.4
Remote	87.6 ± 6.7	99.5 ± 1.8	92.7 ± 3.4	92.6 ± 3.3	96.0 ± 2.5	np	..	95.3 ± 4.6	93.6 ± 1.6
Very remote	97.4 ± 5.0	..	91.2 ± 5.4	91.4 ± 5.2	89.9 ± 8.2	np	..	94.7 ± 7.1	91.8 ± 2.8
Total	94.5 ± 0.5	95.2 ± 0.5	94.8 ± 0.5	94.7 ± 0.8	93.8 ± 1.2	93.3 ± 1.6	95.7 ± 1.3	92.2 ± 4.0	94.7 ± 0.3
All students									
Metropolitan	94.5 ± 0.6	95.3 ± 0.6	94.3 ± 0.8	94.3 ± 1.1	93.4 ± 1.5	92.4 ± 3.1	95.5 ± 1.4	..	94.5 ± 0.4

TABLE 4A.72

Table 4A.72 **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, 2012 (per cent) (a), (b), (c), (d), (e), (f)**

	<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>
Provincial	91.9 ± 0.9	94.1 ± 1.0	93.1 ± 0.9	92.3 ± 1.7	91.9 ± 2.2	92.4 ± 1.9	..	85.1 ± 5.8	92.6 ± 0.5
Remote	78.0 ± 10.9	99.5 ± 1.7	85.5 ± 6.0	85.3 ± 6.5	94.8 ± 3.2	81.7 ± 3.3	..	77.9 ± 12.3	85.4 ± 3.6
Very remote	72.4 ± 29.2	..	73.1 ± 10.1	69.8 ± 11.4	72.5 ± 11.8	np	..	38.1 ± 13.0	60.6 ± 7.2
Total	93.7 ± 0.5	95.0 ± 0.5	93.7 ± 0.6	93.1 ± 1.0	92.9 ± 1.2	92.4 ± 1.8	95.5 ± 1.4	74.0 ± 7.1	93.7 ± 0.3

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for years 2008-2011 were included in earlier Reports.
.. Not applicable. **np** Not published.

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

TABLE 4A.73

Table 4A.73 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2012 (per cent) (a), (b), (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>
Year 3									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.2	97.8 ± 0.3	97.9 ± 0.3	97.8 ± 0.4	97.6 ± 0.8	98.4 ± 0.8	98.1 ± 0.7	95.7 ± 2.5	98.0 ± 0.1
Advanced diploma/diploma	96.9 ± 0.3	96.6 ± 0.5	95.6 ± 0.6	95.4 ± 0.8	94.7 ± 1.2	96.8 ± 1.5	94.4 ± 2.8	90.5 ± 4.9	96.2 ± 0.2
Certificate I to IV (e)	94.4 ± 0.4	95.0 ± 0.6	92.6 ± 0.7	93.6 ± 0.9	92.2 ± 1.1	94.1 ± 1.4	94.9 ± 2.2	84.0 ± 4.7	93.8 ± 0.3
Year 12 or equivalent	94.1 ± 0.7	94.4 ± 0.8	91.4 ± 0.9	92.1 ± 1.3	92.7 ± 1.2	90.6 ± 3.2	95.3 ± 3.2	85.1 ± 6.1	93.0 ± 0.4
Year 11 or equivalent or below	86.7 ± 1.1	89.2 ± 1.0	81.5 ± 1.9	82.6 ± 1.8	83.9 ± 2.0	87.1 ± 2.6	88.9 ± 5.5	51.2 ± 8.4	85.1 ± 0.6
Not stated (f)	90.6 ± 1.2	95.0 ± 1.2	88.8 ± 1.3	85.5 ± 2.1	87.8 ± 2.2	95.4 ± 2.7	96.7 ± 2.1	43.4 ± 12.1	87.7 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.4 ± 0.2	98.5 ± 0.3	98.0 ± 0.3	97.9 ± 0.4	97.6 ± 0.6	97.6 ± 1.1	98.2 ± 1.0	93.4 ± 3.5	98.2 ± 0.2
Other business managers and associated professionals	97.7 ± 0.3	97.4 ± 0.3	96.6 ± 0.4	96.3 ± 0.6	96.2 ± 0.7	97.6 ± 1.0	98.3 ± 0.9	92.3 ± 4.7	97.1 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.8 ± 0.4	96.4 ± 0.4	93.8 ± 0.6	93.8 ± 0.9	93.9 ± 1.1	95.4 ± 1.3	96.2 ± 1.7	87.4 ± 4.4	95.1 ± 0.2
Machine operators, hospitality staff, assistants, labourers	92.6 ± 0.6	93.2 ± 0.8	88.1 ± 1.2	90.4 ± 1.5	88.7 ± 1.6	91.8 ± 2.1	92.5 ± 3.6	67.4 ± 7.7	91.2 ± 0.4
Not in paid work in previous 12 months	87.3 ± 1.3	87.7 ± 1.2	80.6 ± 1.9	82.0 ± 2.8	81.8 ± 3.2	81.8 ± 3.8	90.3 ± 4.7	48.2 ± 9.3	85.0 ± 0.7
Not stated (h)	89.1 ± 1.1	95.1 ± 1.4	88.3 ± 1.2	86.8 ± 1.6	85.2 ± 2.1	93.1 ± 3.0	94.5 ± 2.3	44.0 ± 10.5	87.4 ± 0.8
Year 5									
Parental education (d)									
Bachelor degree or above	98.0 ± 0.2	97.9 ± 0.3	97.5 ± 0.4	97.8 ± 0.5	97.9 ± 0.7	98.1 ± 1.0	97.9 ± 0.9	95.9 ± 2.1	97.9 ± 0.2
Advanced diploma/diploma	96.5 ± 0.4	95.8 ± 0.5	94.7 ± 0.8	95.7 ± 0.8	95.2 ± 1.3	95.2 ± 1.8	95.1 ± 2.5	92.0 ± 4.0	95.8 ± 0.3
Certificate I to IV (e)	94.3 ± 0.4	94.5 ± 0.5	91.8 ± 0.8	92.8 ± 0.9	92.8 ± 1.0	93.3 ± 1.4	94.1 ± 2.2	83.6 ± 3.9	93.5 ± 0.3

TABLE 4A.73

Table 4A.73 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2012 (per cent) (a), (b), (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>
Year 12 or equivalent	93.6 ± 0.7	94.2 ± 0.8	90.8 ± 1.1	92.2 ± 1.3	93.4 ± 1.2	89.0 ± 3.6	95.4 ± 2.5	86.2 ± 8.6	93.0 ± 0.4
Year 11 or equivalent or below	86.1 ± 1.0	88.5 ± 1.1	80.0 ± 1.7	81.0 ± 2.0	83.0 ± 2.1	84.8 ± 3.0	81.7 ± 7.4	47.8 ± 7.6	84.4 ± 0.6
Not stated (f)	91.4 ± 1.0	94.5 ± 1.3	87.9 ± 1.5	84.6 ± 1.8	87.5 ± 2.0	92.3 ± 3.5	95.7 ± 2.3	41.7 ± 12.9	87.3 ± 1.0
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.3	98.3 ± 0.3	97.6 ± 0.4	97.9 ± 0.5	97.7 ± 0.6	97.9 ± 1.0	98.3 ± 1.0	94.4 ± 2.4	98.0 ± 0.2
Other business managers and associated professionals	97.3 ± 0.3	97.4 ± 0.3	95.8 ± 0.5	96.5 ± 0.7	96.5 ± 0.7	96.5 ± 1.1	97.3 ± 1.2	90.2 ± 4.0	96.9 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	95.6 ± 0.4	95.6 ± 0.5	92.8 ± 0.8	93.8 ± 0.9	93.3 ± 1.2	94.4 ± 1.5	95.7 ± 2.2	87.0 ± 3.9	94.7 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.9 ± 0.6	92.4 ± 0.7	86.3 ± 1.3	87.9 ± 1.6	89.1 ± 1.6	89.1 ± 2.8	92.3 ± 3.9	69.3 ± 8.7	90.4 ± 0.5
Not in paid work in previous 12 months	86.2 ± 1.1	86.7 ± 1.2	78.2 ± 2.1	77.3 ± 3.5	83.0 ± 3.3	80.9 ± 4.3	89.6 ± 4.4	44.2 ± 8.3	83.8 ± 0.7
Not stated (h)	89.2 ± 0.8	94.9 ± 1.4	87.0 ± 1.4	85.4 ± 1.6	84.2 ± 2.1	89.3 ± 3.9	93.0 ± 2.7	41.5 ± 11.2	86.3 ± 0.8
Year 7									
Parental education (d)									
Bachelor degree or above	98.1 ± 0.3	98.1 ± 0.4	98.2 ± 0.3	98.2 ± 0.4	98.0 ± 0.7	98.5 ± 0.9	97.7 ± 1.1	94.4 ± 3.2	98.1 ± 0.2
Advanced diploma/diploma	96.5 ± 0.4	96.3 ± 0.5	96.2 ± 0.5	96.7 ± 0.7	96.7 ± 1.1	96.9 ± 1.9	95.6 ± 2.4	90.5 ± 4.5	96.3 ± 0.3
Certificate I to IV (e)	93.2 ± 0.5	94.4 ± 0.6	94.1 ± 0.6	94.7 ± 0.8	94.2 ± 0.9	93.7 ± 1.6	92.2 ± 2.6	85.3 ± 5.0	93.8 ± 0.3
Year 12 or equivalent	93.2 ± 0.9	94.9 ± 0.8	93.8 ± 0.8	93.9 ± 1.3	95.5 ± 0.8	93.1 ± 2.5	93.8 ± 3.3	81.8 ± 9.9	94.1 ± 0.4
Year 11 or equivalent or below	83.9 ± 1.1	88.2 ± 1.2	86.1 ± 1.3	86.9 ± 1.8	88.0 ± 1.6	87.0 ± 2.8	81.5 ± 7.9	54.7 ± 10.4	85.8 ± 0.6
Not stated (f)	90.5 ± 1.3	93.7 ± 1.5	90.9 ± 1.0	89.3 ± 1.7	90.3 ± 1.7	91.4 ± 3.9	93.5 ± 3.2	44.6 ± 15.5	89.7 ± 0.8
Parental occupation (g)									

TABLE 4A.73

Table 4A.73 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2012 (per cent) (a), (b), (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>
Senior management and qualified professionals	97.9 ± 0.3	98.2 ± 0.4	98.1 ± 0.3	98.1 ± 0.4	98.1 ± 0.6	98.4 ± 0.9	97.6 ± 1.3	92.7 ± 2.8	98.0 ± 0.2
Other business managers and associated professionals	97.0 ± 0.4	97.3 ± 0.4	97.1 ± 0.4	97.1 ± 0.5	97.0 ± 0.6	96.8 ± 1.2	96.6 ± 1.5	92.5 ± 4.0	97.1 ± 0.2
Tradespeople, clerks, skilled office, sales and service staff	94.5 ± 0.5	95.6 ± 0.6	94.7 ± 0.6	95.5 ± 0.7	95.3 ± 0.9	95.7 ± 1.8	93.6 ± 2.4	86.2 ± 5.8	94.9 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.1 ± 0.9	92.2 ± 0.8	90.5 ± 0.8	91.8 ± 1.3	91.3 ± 1.7	90.3 ± 2.2	88.7 ± 4.9	66.6 ± 9.6	91.2 ± 0.5
Not in paid work in previous 12 months	83.5 ± 1.5	85.3 ± 1.6	83.7 ± 1.9	83.8 ± 3.0	85.7 ± 2.3	80.8 ± 4.3	87.1 ± 10.0	40.6 ± 13.6	83.7 ± 0.9
Not stated (h)	87.9 ± 1.1	95.2 ± 1.2	90.4 ± 1.0	89.4 ± 1.3	88.5 ± 1.7	90.3 ± 3.4	91.4 ± 3.2	43.5 ± 12.0	88.8 ± 0.7
Year 9									
Parental education (d)									
Bachelor degree or above	98.3 ± 0.3	98.2 ± 0.4	98.2 ± 0.4	98.5 ± 0.4	98.1 ± 0.7	98.2 ± 0.9	97.9 ± 1.1	96.5 ± 2.6	98.2 ± 0.2
Advanced diploma/diploma	96.7 ± 0.5	96.3 ± 0.6	96.7 ± 0.6	96.3 ± 0.9	96.4 ± 1.3	96.5 ± 1.7	96.1 ± 3.0	93.2 ± 3.5	96.5 ± 0.3
Certificate I to IV (e)	93.5 ± 0.6	94.6 ± 0.6	94.2 ± 0.6	94.1 ± 1.1	94.0 ± 1.3	92.7 ± 1.8	92.8 ± 2.9	86.3 ± 4.0	93.9 ± 0.3
Year 12 or equivalent	93.5 ± 1.0	94.9 ± 0.9	93.1 ± 0.9	92.8 ± 1.6	94.7 ± 1.2	92.6 ± 3.8	95.4 ± 2.7	87.3 ± 7.4	93.8 ± 0.5
Year 11 or equivalent or below	85.1 ± 1.1	89.0 ± 1.2	86.5 ± 1.2	84.7 ± 2.2	86.8 ± 2.2	85.5 ± 3.3	84.7 ± 5.5	54.2 ± 10.4	86.1 ± 0.6
Not stated (f)	89.9 ± 1.1	93.9 ± 1.6	90.4 ± 1.5	88.6 ± 2.6	90.1 ± 2.4	90.7 ± 3.9	94.2 ± 2.8	55.1 ± 13.0	89.6 ± 0.8
Parental occupation (g)									
Senior management and qualified professionals	98.1 ± 0.3	98.4 ± 0.3	98.1 ± 0.4	97.9 ± 0.5	98.1 ± 0.7	98.0 ± 1.1	98.4 ± 0.9	95.3 ± 2.5	98.1 ± 0.2
Other business managers and associated professionals	97.2 ± 0.3	97.6 ± 0.4	97.2 ± 0.4	96.9 ± 0.7	97.0 ± 0.9	96.5 ± 1.3	96.6 ± 1.7	93.9 ± 3.0	97.2 ± 0.2

TABLE 4A.73

Table 4A.73 **Proportion of students who achieved at or above the national minimum standard for numeracy, by State and Territory, by parental education and parental occupation, 2012 (per cent) (a), (b), (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>
Tradespeople, clerks, skilled office, sales and service staff	94.8 ± 0.5	95.2 ± 0.6	94.5 ± 0.6	94.8 ± 0.9	94.5 ± 1.2	95.6 ± 1.7	94.5 ± 2.5	85.6 ± 4.4	94.8 ± 0.3
Machine operators, hospitality staff, assistants, labourers	91.2 ± 0.8	92.4 ± 0.8	89.9 ± 1.1	88.9 ± 2.0	90.3 ± 1.8	88.6 ± 2.9	91.8 ± 4.8	66.7 ± 9.2	90.9 ± 0.5
Not in paid work in previous 12 months	83.6 ± 1.8	85.6 ± 1.5	83.4 ± 2.6	80.4 ± 3.9	82.8 ± 3.0	79.6 ± 4.9	88.4 ± 6.7	48.2 ± 11.2	83.5 ± 1.0
Not stated (h)	88.4 ± 1.0	95.8 ± 1.4	89.9 ± 1.3	88.0 ± 2.4	88.0 ± 2.4	88.4 ± 3.8	92.1 ± 3.0	54.3 ± 10.9	88.7 ± 0.7

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.

(c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

(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.

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

(h) Parental occupation may not have been stated on enrolment forms.

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

TABLE 4A.74

Table 4A.74 Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)

	<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									
Indigenous students	342.2 ± 3.5	359.6 ± 5.8	320.1 ± 4.4	298.4 ± 4.9	310.0 ± 7.2	351.9 ± 8.3	350.6 ± 13.6	251.8 ± 14.4	320.1 ± 3.2
Non-Indigenous students	408.1 ± 1.7	409.5 ± 1.6	385.5 ± 2.0	390.2 ± 2.5	380.2 ± 2.9	393.2 ± 4.8	411.7 ± 4.7	377.0 ± 7.1	399.5 ± 0.9
All students	405.0 ± 1.7	408.9 ± 1.6	380.9 ± 2.1	383.9 ± 2.8	377.4 ± 3.0	391.5 ± 5.3	410.1 ± 4.8	323.2 ± 15.2	395.5 ± 1.0
Year 5									
Indigenous students	436.8 ± 3.2	445.4 ± 4.9	414.3 ± 4.8	395.0 ± 5.6	407.4 ± 6.2	446.9 ± 7.5	447.2 ± 17.0	349.2 ± 15.6	414.0 ± 3.7
Non-Indigenous students	500.7 ± 1.9	498.4 ± 1.6	480.7 ± 2.0	484.1 ± 2.6	474.5 ± 2.8	482.4 ± 4.5	505.6 ± 6.6	473.4 ± 7.6	492.6 ± 1.0
All students	497.7 ± 1.9	497.6 ± 1.7	476.1 ± 2.1	477.5 ± 2.8	471.9 ± 2.9	480.4 ± 4.7	504.4 ± 6.7	417.6 ± 16.1	488.7 ± 1.0
Year 7									
Indigenous students	477.4 ± 3.2	494.6 ± 5.2	475.9 ± 3.7	461.0 ± 5.0	464.8 ± 6.3	491.0 ± 7.3	493.1 ± 12.2	410.1 ± 15.0	469.4 ± 2.6
Non-Indigenous students	546.6 ± 3.8	545.3 ± 3.1	536.1 ± 2.0	540.3 ± 3.2	531.8 ± 3.1	528.6 ± 6.6	547.2 ± 9.7	522.7 ± 13.2	541.8 ± 1.6
All students	543.4 ± 3.8	544.3 ± 3.1	532.0 ± 2.1	534.9 ± 3.3	529.1 ± 3.1	526.0 ± 7.1	545.9 ± 9.7	474.7 ± 18.4	538.1 ± 1.6
Year 9									
Indigenous students	525.5 ± 3.4	535.5 ± 5.5	522.6 ± 3.8	507.9 ± 6.8	513.4 ± 6.7	535.8 ± 8.1	543.9 ± 13.0	471.3 ± 10.9	518.2 ± 2.4
Non-Indigenous students	594.5 ± 3.9	591.4 ± 3.8	578.4 ± 3.3	586.5 ± 5.2	575.4 ± 5.4	570.0 ± 6.6	597.8 ± 9.8	569.6 ± 13.2	587.5 ± 1.9
All students	591.1 ± 3.9	590.7 ± 3.8	574.6 ± 3.3	582.0 ± 5.5	573.3 ± 5.7	567.5 ± 7.0	596.5 ± 9.7	532.1 ± 15.1	584.2 ± 1.9

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.
- (b) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (c) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2011). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

TABLE 4A.74

Table 4A.74 **Mean scale scores for numeracy, years 3, 5, 7 and 9 students, by Indigenous status, 2012 (score points) (a), (b), (c), (d)**

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

TABLE 4A.75

Table 4A.75 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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									
Indigenous students									
Metropolitan	355.3 ± 4.1	364.0 ± 8.4	329.3 ± 5.8	315.3 ± 7.1	322.4 ± 8.1	349.0 ± 15.0	352.6 ± 13.4	..	339.4 ± 3.1
Provincial	334.4 ± 4.9	355.8 ± 8.6	327.4 ± 5.9	304.8 ± 9.3	308.2 ± 13.0	354.3 ± 9.9	np	319.4 ± 16.0	330.7 ± 3.3
Remote	305.9 ± 20.6	np	298.4 ± 15.7	286.7 ± 12.9	np	np	..	276.0 ± 18.6	290.8 ± 8.5
Very remote	321.2 ± 33.0	..	270.5 ± 8.9	275.5 ± 8.5	260.7 ± 15.3	np	..	219.7 ± 14.7	250.4 ± 9.9
Total	342.2 ± 3.5	359.6 ± 5.8	320.1 ± 4.4	298.4 ± 4.9	310.0 ± 7.2	351.9 ± 8.3	350.6 ± 13.6	251.8 ± 14.4	320.1 ± 3.2
Non-Indigenous students									
Metropolitan	413.0 ± 1.9	413.2 ± 2.0	390.1 ± 2.5	395.5 ± 3.0	384.1 ± 3.6	396.2 ± 8.3	411.7 ± 4.7	..	404.4 ± 1.1
Provincial	391.1 ± 2.2	397.4 ± 2.2	374.8 ± 2.4	375.1 ± 4.1	370.0 ± 4.2	390.4 ± 5.5	np	375.9 ± 9.1	385.6 ± 1.3
Remote	384.8 ± 13.0	397.2 ± 23.2	363.1 ± 6.1	374.0 ± 7.4	365.9 ± 10.2	400.2 ± 16.5	..	376.9 ± 12.0	371.9 ± 4.2
Very remote	387.4 ± 21.2	..	358.7 ± 11.9	368.0 ± 8.6	352.1 ± 20.8	np	..	389.1 ± 12.0	367.0 ± 7.2
Total	408.1 ± 1.7	409.5 ± 1.6	385.5 ± 2.0	390.2 ± 2.5	380.2 ± 2.9	393.2 ± 4.8	411.7 ± 4.7	377.0 ± 7.1	399.5 ± 0.9
All students									
Metropolitan	411.4 ± 2.0	412.8 ± 2.0	387.3 ± 2.7	392.4 ± 3.1	382.2 ± 3.7	394.2 ± 8.4	410.2 ± 4.8	..	402.6 ± 1.2
Provincial	384.9 ± 2.4	396.2 ± 2.3	370.3 ± 2.6	369.7 ± 4.6	367.3 ± 4.5	389.3 ± 6.9	np	365.2 ± 10.7	381.3 ± 1.4
Remote	355.2 ± 18.1	396.7 ± 23.0	348.7 ± 9.6	355.0 ± 10.4	362.8 ± 11.1	393.0 ± 19.8	..	334.8 ± 22.8	352.5 ± 6.0
Very remote	357.9 ± 39.0	..	307.8 ± 15.1	317.3 ± 15.0	312.6 ± 21.3	np	..	242.3 ± 25.1	291.7 ± 12.3
Total	405.0 ± 1.7	408.9 ± 1.6	380.9 ± 2.1	383.9 ± 2.8	377.4 ± 3.0	391.5 ± 5.3	410.1 ± 4.8	323.2 ± 15.2	395.5 ± 1.0
Year 5									
Indigenous students									
Metropolitan	447.9 ± 3.9	451.0 ± 7.2	423.5 ± 5.5	415.5 ± 6.6	419.3 ± 7.7	442.1 ± 12.3	449.2 ± 17.2	..	434.9 ± 2.6
Provincial	430.1 ± 4.8	439.7 ± 6.5	423.8 ± 7.0	407.6 ± 7.7	404.8 ± 9.9	449.5 ± 9.1	np	413.3 ± 12.8	426.1 ± 3.1
Remote	412.1 ± 12.6	np	380.0 ± 15.5	382.0 ± 15.5	np	np	..	381.9 ± 10.7	387.7 ± 7.7

TABLE 4A.75

Table 4A.75 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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>
Very remote	386.6 ± 27.4	..	369.2 ± 11.3	360.0 ± 11.6	360.6 ± 22.9	np	..	316.5 ± 16.8	340.7 ± 11.7
Total	436.8 ± 3.2	445.4 ± 4.9	414.3 ± 4.8	395.0 ± 5.6	407.4 ± 6.2	446.9 ± 7.5	447.2 ± 17.0	349.2 ± 15.6	414.0 ± 3.7
Non-Indigenous students									
Metropolitan	505.6 ± 2.3	502.1 ± 2.0	484.8 ± 2.6	489.5 ± 3.2	477.9 ± 3.5	484.0 ± 7.9	505.6 ± 6.6	..	497.5 ± 1.2
Provincial	484.6 ± 2.0	486.5 ± 2.2	471.7 ± 2.5	470.5 ± 3.8	466.2 ± 4.0	481.4 ± 5.3	np	469.8 ± 9.5	479.7 ± 1.2
Remote	475.2 ± 16.4	504.2 ± 19.9	460.3 ± 6.6	466.2 ± 6.0	462.7 ± 8.4	468.0 ± 21.5	..	482.5 ± 13.8	467.9 ± 4.1
Very remote	471.6 ± 20.0	..	454.0 ± 13.0	456.3 ± 11.8	457.1 ± 21.2	np	..	488.1 ± 14.3	461.3 ± 8.0
Total	500.7 ± 1.9	498.4 ± 1.6	480.7 ± 2.0	484.1 ± 2.6	474.5 ± 2.8	482.4 ± 4.5	505.6 ± 6.6	473.4 ± 7.6	492.6 ± 1.0
All students									
Metropolitan	504.1 ± 2.3	501.6 ± 2.0	482.0 ± 2.7	486.2 ± 3.3	476.0 ± 3.6	481.8 ± 8.1	504.5 ± 6.7	..	495.7 ± 1.2
Provincial	479.1 ± 2.2	485.2 ± 2.3	467.4 ± 2.7	465.5 ± 4.3	464.0 ± 4.3	479.6 ± 5.6	np	459.0 ± 10.8	475.6 ± 1.3
Remote	449.4 ± 15.3	504.2 ± 19.9	440.5 ± 11.2	446.2 ± 10.3	459.9 ± 10.0	468.6 ± 21.8	..	439.6 ± 19.3	447.5 ± 5.8
Very remote	433.7 ± 29.6	..	404.9 ± 14.1	402.2 ± 15.4	409.7 ± 28.6	np	..	335.2 ± 26.0	379.9 ± 13.8
Total	497.7 ± 1.9	497.6 ± 1.7	476.1 ± 2.1	477.5 ± 2.8	471.9 ± 2.9	480.4 ± 4.7	504.4 ± 6.7	417.6 ± 16.1	488.7 ± 1.0
Year 7									
Indigenous students									
Metropolitan	484.6 ± 4.4	499.9 ± 7.7	485.7 ± 4.6	480.0 ± 5.8	475.4 ± 7.6	487.3 ± 13.9	493.1 ± 12.2	..	485.3 ± 2.4
Provincial	473.5 ± 4.6	489.6 ± 6.9	481.0 ± 5.6	465.2 ± 7.5	463.8 ± 9.2	493.9 ± 7.1	..	464.1 ± 11.2	476.2 ± 2.8
Remote	450.6 ± 9.9	np	448.8 ± 13.1	458.8 ± 11.3	np	np	..	431.4 ± 19.7	448.4 ± 8.0
Very remote	np	..	437.0 ± 8.5	431.3 ± 9.9	420.8 ± 23.1	np	..	379.5 ± 14.8	411.5 ± 9.7
Total	477.4 ± 3.2	494.6 ± 5.2	475.9 ± 3.7	461.0 ± 5.0	464.8 ± 6.3	491.0 ± 7.3	493.1 ± 12.2	410.1 ± 15.0	469.4 ± 2.6
Non-Indigenous students									
Metropolitan	552.2 ± 4.8	550.0 ± 3.7	539.4 ± 2.6	544.8 ± 4.1	535.2 ± 3.9	531.9 ± 11.1	547.2 ± 9.7	..	546.7 ± 2.0
Provincial	528.3 ± 3.3	530.8 ± 3.5	529.4 ± 2.3	528.2 ± 3.8	522.6 ± 3.6	526.5 ± 8.0	..	521.3 ± 15.9	528.5 ± 1.5

TABLE 4A.75

Table 4A.75 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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	505.7 ± 11.2	562.1 ± 34.4	511.6 ± 5.7	525.8 ± 7.3	525.5 ± 10.3	np	..	528.1 ± 26.3	521.5 ± 5.2
Very remote	np	..	509.2 ± 9.6	515.9 ± 12.1	504.2 ± 15.7	np	..	521.4 ± 11.6	512.2 ± 6.5
Total	546.6 ± 3.8	545.3 ± 3.1	536.1 ± 2.0	540.3 ± 3.2	531.8 ± 3.1	528.6 ± 6.6	547.2 ± 9.7	522.7 ± 13.2	541.8 ± 1.6
All students									
Metropolitan	550.6 ± 4.8	549.3 ± 3.8	537.0 ± 2.7	542.4 ± 4.1	533.4 ± 4.0	529.7 ± 12.5	545.9 ± 9.7	..	545.0 ± 2.0
Provincial	522.8 ± 3.6	529.3 ± 3.5	525.1 ± 2.5	523.3 ± 4.2	519.9 ± 3.8	523.5 ± 8.1	..	510.0 ± 16.5	524.4 ± 1.7
Remote	480.5 ± 12.0	561.2 ± 33.9	496.0 ± 9.0	509.8 ± 9.0	521.0 ± 11.3	506.6 ± 5.3	..	487.6 ± 33.7	502.6 ± 7.0
Very remote	454.0 ± 24.8	..	466.1 ± 11.6	467.2 ± 13.6	462.8 ± 26.5	np	..	395.2 ± 25.5	444.5 ± 11.1
Total	543.4 ± 3.8	544.3 ± 3.1	532.0 ± 2.1	534.9 ± 3.3	529.1 ± 3.1	526.0 ± 7.1	545.9 ± 9.7	474.7 ± 18.4	538.1 ± 1.6
Year 9									
Indigenous students									
Metropolitan	532.9 ± 4.9	538.4 ± 9.5	526.7 ± 5.5	520.9 ± 9.4	519.1 ± 8.4	526.0 ± 13.5	543.9 ± 13.0	..	528.7 ± 3.0
Provincial	521.5 ± 4.5	532.3 ± 6.5	524.5 ± 5.2	515.0 ± 9.9	512.3 ± 11.9	541.0 ± 9.3	..	493.7 ± 14.7	521.5 ± 3.1
Remote	495.5 ± 13.7	np	498.8 ± 18.5	497.3 ± 18.1	np	np	..	489.7 ± 20.6	495.9 ± 9.8
Very remote	np	..	490.4 ± 11.8	478.6 ± 18.5	486.4 ± 24.0	np	..	447.1 ± 9.8	467.3 ± 8.9
Total	525.5 ± 3.4	535.5 ± 5.5	522.6 ± 3.8	507.9 ± 6.8	513.4 ± 6.7	535.8 ± 8.1	543.9 ± 13.0	471.3 ± 10.9	518.2 ± 2.4
Non-Indigenous students									
Metropolitan	600.6 ± 4.9	595.9 ± 4.8	581.6 ± 4.3	590.8 ± 6.4	579.3 ± 7.0	573.3 ± 11.3	597.8 ± 9.8	..	592.5 ± 2.4
Provincial	575.1 ± 3.0	577.6 ± 4.2	571.1 ± 3.4	574.2 ± 6.6	564.1 ± 5.9	567.7 ± 7.6	..	567.2 ± 14.2	573.5 ± 1.8
Remote	544.3 ± 11.9	640.0 ± 39.1	553.3 ± 5.0	567.2 ± 9.9	568.3 ± 11.4	np	..	580.4 ± 37.1	567.7 ± 8.9
Very remote	587.7 ± 26.0	..	551.7 ± 10.2	559.5 ± 9.3	553.7 ± 20.5	np	..	572.4 ± 14.5	558.9 ± 7.6
Total	594.5 ± 3.9	591.4 ± 3.8	578.4 ± 3.3	586.5 ± 5.2	575.4 ± 5.4	570.0 ± 6.6	597.8 ± 9.8	569.6 ± 13.2	587.5 ± 1.9
All students									
Metropolitan	598.6 ± 4.9	595.4 ± 4.8	578.9 ± 4.4	588.8 ± 6.7	577.9 ± 7.3	570.5 ± 12.3	596.5 ± 9.7	..	590.7 ± 2.4

TABLE 4A.75

Table 4A.75 **NAPLAN Mean scale scores for numeracy, by Indigenous status and geolocation, 2012 (score points) (a), (b), (c), (d), (e), (f)**

	<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>
Provincial	569.7 ± 3.3	576.5 ± 4.2	566.8 ± 3.5	569.5 ± 7.3	562.4 ± 6.4	565.5 ± 8.0	..	552.3 ± 15.0	569.5 ± 1.9
Remote	523.2 ± 11.7	638.4 ± 39.9	539.9 ± 8.7	549.7 ± 14.7	564.3 ± 12.6	540.0 ± 6.8	..	541.8 ± 34.1	549.5 ± 9.6
Very remote	533.8 ± 60.3	..	519.0 ± 16.3	514.9 ± 20.2	523.3 ± 20.1	np	..	464.7 ± 23.6	500.8 ± 12.2
Total	591.1 ± 3.9	590.7 ± 3.8	574.6 ± 3.3	582.0 ± 5.5	573.3 ± 5.7	567.5 ± 7.0	596.5 ± 9.7	532.1 ± 15.1	584.2 ± 1.9

- (a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Geolocation data are based on the MCEECDYA (now SCSEEC) Schools Geographic Location Classification and represent school location. There are no metropolitan areas in NT, no remote or very remote areas in ACT and no very remote areas in Victoria.
- (c) Insufficient students in an area of geographic classification are tabulated as not published.
- (d) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.
- (e) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (f) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.
.. Not applicable. **np** Not published.

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

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2012 (score points) (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>
Year 3									
Parental education (d)									
Bachelor degree or above	440.8 ± 1.6	435.8 ± 1.7	415.9 ± 2.1	420.6 ± 2.5	414.0 ± 3.4	434.1 ± 5.1	430.3 ± 5.0	398.5 ± 6.9	430.9 ± 1.0
Advanced diploma/diploma	406.7 ± 1.6	405.0 ± 1.8	385.8 ± 2.1	387.2 ± 3.1	388.6 ± 3.9	400.7 ± 6.6	384.3 ± 5.9	368.3 ± 10.2	398.6 ± 1.0
Certificate I to IV (e)	385.3 ± 1.4	391.7 ± 1.5	368.9 ± 1.7	373.4 ± 2.4	369.3 ± 2.7	382.0 ± 4.1	385.7 ± 6.0	344.4 ± 10.7	380.5 ± 0.8
Year 12 or equivalent	388.3 ± 2.8	393.7 ± 2.3	367.0 ± 2.4	373.0 ± 3.3	374.1 ± 3.0	373.7 ± 7.1	388.1 ± 8.6	348.9 ± 13.9	380.7 ± 1.2
Year 11 or equivalent or below	354.7 ± 2.1	369.8 ± 2.2	337.2 ± 3.0	339.5 ± 3.7	342.9 ± 4.0	351.2 ± 5.4	353.9 ± 11.2	278.4 ± 12.6	350.9 ± 1.3
Not stated (f)	386.8 ± 4.3	415.3 ± 6.2	367.6 ± 4.3	362.4 ± 6.1	364.7 ± 4.8	402.5 ± 27.8	413.0 ± 7.1	263.9 ± 31.4	373.0 ± 3.2
Parental occupation (g)									
Senior management and qualified professionals	439.0 ± 1.8	437.9 ± 1.8	415.0 ± 2.3	418.6 ± 2.9	411.9 ± 3.5	431.8 ± 5.6	433.0 ± 6.3	388.1 ± 8.3	429.5 ± 1.1
Other business managers and associated professionals	417.4 ± 1.6	416.8 ± 1.7	393.9 ± 2.0	395.0 ± 2.8	389.3 ± 2.6	404.1 ± 5.2	412.4 ± 3.8	373.0 ± 11.4	408.2 ± 0.9
Tradespeople, clerks, skilled office, sales and service staff	396.2 ± 1.5	400.1 ± 1.6	374.7 ± 1.9	377.0 ± 2.7	372.8 ± 3.0	387.1 ± 4.9	392.5 ± 5.3	352.7 ± 9.6	388.3 ± 1.0
Machine operators, hospitality staff, assistants, labourers	379.0 ± 2.1	384.9 ± 1.9	354.8 ± 2.4	362.5 ± 3.3	357.6 ± 3.4	367.4 ± 5.0	377.1 ± 8.5	313.7 ± 14.2	372.1 ± 1.2
Not in paid work in previous 12 months	361.1 ± 2.6	373.7 ± 2.4	339.8 ± 3.9	348.2 ± 5.2	346.7 ± 5.6	342.9 ± 7.7	390.7 ± 12.2	274.3 ± 13.4	358.9 ± 1.6
Not stated (h)	376.3 ± 3.3	420.3 ± 7.1	364.3 ± 3.6	364.0 ± 4.6	355.4 ± 4.3	388.6 ± 21.7	396.6 ± 8.0	263.6 ± 25.8	368.5 ± 2.4
Year 5									
Parental education (d)									
Bachelor degree or above	537.1 ± 2.3	525.9 ± 1.8	512.0 ± 2.2	516.8 ± 2.9	508.9 ± 3.2	523.3 ± 5.4	526.6 ± 6.6	493.7 ± 7.3	526.1 ± 1.2
Advanced diploma/diploma	499.9 ± 1.9	494.8 ± 1.7	481.1 ± 2.3	483.6 ± 2.6	481.2 ± 3.4	491.9 ± 6.3	493.6 ± 7.9	466.6 ± 8.7	492.4 ± 1.0
Certificate I to IV (e)	479.0 ± 1.3	481.0 ± 1.5	465.1 ± 1.8	466.4 ± 2.2	465.4 ± 2.6	470.7 ± 3.6	473.5 ± 7.1	441.9 ± 7.2	474.4 ± 0.8

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2012 (score points) (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>
Year 12 or equivalent	483.8 ± 2.2	487.5 ± 2.3	464.8 ± 2.7	469.4 ± 3.3	473.6 ± 3.0	463.4 ± 7.8	481.3 ± 8.3	439.7 ± 11.5	478.0 ± 1.2
Year 11 or equivalent or below	451.1 ± 1.9	463.0 ± 2.2	434.7 ± 2.9	435.4 ± 3.6	438.3 ± 3.2	446.8 ± 5.0	445.6 ± 12.2	376.2 ± 11.4	447.7 ± 1.2
Not stated (f)	482.1 ± 3.3	506.4 ± 5.4	464.2 ± 4.4	455.4 ± 4.6	461.4 ± 4.6	475.6 ± 16.7	501.0 ± 8.9	369.4 ± 35.2	469.0 ± 2.9
Parental occupation (g)									
Senior management and qualified professionals	534.2 ± 2.3	527.5 ± 2.0	510.4 ± 2.4	513.5 ± 3.2	504.5 ± 3.3	520.6 ± 6.0	529.2 ± 8.3	483.4 ± 8.9	523.6 ± 1.3
Other business managers and associated professionals	510.1 ± 1.8	505.3 ± 1.7	489.8 ± 2.2	489.9 ± 2.5	483.3 ± 2.5	492.8 ± 5.0	507.4 ± 6.6	473.2 ± 8.5	501.2 ± 1.0
Tradespeople, clerks, skilled office, sales and service staff	488.3 ± 1.6	489.3 ± 1.6	468.4 ± 1.8	471.5 ± 2.4	468.1 ± 2.6	479.6 ± 4.2	487.3 ± 6.6	448.9 ± 8.0	481.5 ± 0.9
Machine operators, hospitality staff, assistants, labourers	472.8 ± 2.1	475.5 ± 1.9	449.5 ± 2.6	455.1 ± 3.1	454.6 ± 2.9	456.7 ± 4.5	469.3 ± 8.8	413.8 ± 12.0	466.3 ± 1.2
Not in paid work in previous 12 months	457.8 ± 2.4	464.1 ± 2.4	437.8 ± 4.0	435.9 ± 5.9	444.3 ± 4.9	437.6 ± 6.4	472.0 ± 12.2	367.0 ± 12.0	453.5 ± 1.5
Not stated (h)	473.0 ± 2.8	511.4 ± 6.6	459.1 ± 3.4	455.7 ± 3.9	451.0 ± 4.4	465.6 ± 14.3	492.7 ± 9.5	367.6 ± 30.0	463.5 ± 2.3
Year 7									
Parental education (d)									
Bachelor degree or above	587.6 ± 5.3	578.1 ± 3.6	568.8 ± 2.4	573.8 ± 4.2	570.3 ± 4.2	570.3 ± 7.2	570.8 ± 9.2	541.0 ± 13.6	578.3 ± 2.3
Advanced diploma/diploma	546.1 ± 3.1	541.3 ± 2.4	536.1 ± 2.0	539.2 ± 2.9	540.3 ± 4.0	540.6 ± 6.3	532.4 ± 8.6	514.6 ± 10.4	541.3 ± 1.4
Certificate I to IV (e)	521.0 ± 2.0	524.9 ± 1.9	522.0 ± 1.7	524.1 ± 2.4	523.1 ± 2.8	517.9 ± 5.3	513.0 ± 6.1	492.3 ± 11.1	522.1 ± 1.0
Year 12 or equivalent	530.6 ± 3.6	536.4 ± 5.3	522.5 ± 2.4	526.4 ± 3.9	529.5 ± 3.0	523.1 ± 10.5	523.4 ± 12.3	500.3 ± 16.2	529.3 ± 1.9
Year 11 or equivalent or below	492.7 ± 2.7	505.9 ± 2.7	496.3 ± 2.4	497.6 ± 3.5	501.4 ± 3.0	492.3 ± 5.7	482.4 ± 10.7	432.4 ± 15.3	497.1 ± 1.3
Not stated (f)	533.6 ± 6.5	558.7 ± 7.0	520.6 ± 3.7	514.9 ± 4.4	518.0 ± 4.5	525.3 ± 13.5	548.0 ± 14.2	425.3 ± 41.0	524.9 ± 2.8

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2012 (score points) (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 occupation (g)									
Senior management and qualified professionals	581.0 ± 4.6	577.2 ± 4.0	566.3 ± 2.7	568.2 ± 4.7	564.8 ± 4.4	567.1 ± 7.3	569.6 ± 10.9	526.9 ± 14.2	573.6 ± 2.1
Other business managers and associated professionals	555.4 ± 3.5	552.6 ± 2.9	544.1 ± 1.8	546.1 ± 3.1	542.1 ± 2.9	543.5 ± 5.5	544.7 ± 8.9	519.9 ± 11.8	550.0 ± 1.5
Tradespeople, clerks, skilled office, sales and service staff	531.2 ± 2.7	534.2 ± 2.1	525.5 ± 1.8	528.1 ± 2.6	523.5 ± 2.6	523.7 ± 5.4	522.7 ± 5.2	494.9 ± 12.0	529.3 ± 1.2
Machine operators, hospitality staff, assistants, labourers	518.7 ± 4.0	519.8 ± 2.6	507.8 ± 2.0	513.6 ± 3.5	511.5 ± 3.0	500.6 ± 5.8	506.9 ± 9.8	459.6 ± 14.8	514.8 ± 1.6
Not in paid work in previous 12 months	497.6 ± 3.5	503.1 ± 3.3	496.3 ± 3.7	497.7 ± 5.4	496.0 ± 5.0	481.8 ± 7.4	516.4 ± 16.5	414.1 ± 19.4	497.7 ± 1.8
Not stated (h)	521.2 ± 5.4	560.4 ± 7.7	517.2 ± 3.1	514.8 ± 3.8	510.9 ± 4.3	513.8 ± 12.4	531.7 ± 14.8	420.3 ± 29.4	519.5 ± 2.5
Year 9									
Parental education (d)									
Bachelor degree or above	638.6 ± 5.5	626.5 ± 5.4	611.1 ± 4.0	621.9 ± 5.5	615.3 ± 6.9	610.3 ± 6.7	623.5 ± 10.8	595.9 ± 14.0	626.3 ± 2.7
Advanced diploma/diploma	597.2 ± 3.2	590.7 ± 3.2	578.7 ± 2.4	584.5 ± 4.0	586.0 ± 5.2	586.4 ± 6.0	584.3 ± 7.3	561.3 ± 8.5	589.1 ± 1.6
Certificate I to IV (e)	570.7 ± 2.1	572.9 ± 2.2	563.8 ± 1.9	569.9 ± 3.5	568.1 ± 4.7	557.6 ± 4.6	563.2 ± 5.3	541.7 ± 9.3	568.8 ± 1.1
Year 12 or equivalent	582.2 ± 3.9	582.9 ± 5.5	565.2 ± 3.0	572.6 ± 5.3	574.1 ± 4.6	564.1 ± 8.7	576.4 ± 8.4	545.0 ± 12.0	576.2 ± 2.1
Year 11 or equivalent or below	545.0 ± 2.9	554.6 ± 2.7	542.7 ± 2.5	542.5 ± 4.5	544.7 ± 4.8	537.7 ± 6.0	544.4 ± 10.5	487.0 ± 15.0	545.9 ± 1.5
Not stated (f)	572.4 ± 4.6	600.0 ± 6.7	564.9 ± 7.4	570.3 ± 11.6	564.6 ± 7.3	567.1 ± 19.1	591.9 ± 10.0	501.2 ± 31.2	570.4 ± 3.6
Parental occupation (g)									
Senior management and qualified professionals	629.8 ± 4.8	625.8 ± 4.9	608.0 ± 4.1	615.1 ± 6.0	609.1 ± 6.5	606.6 ± 7.4	624.2 ± 10.6	588.5 ± 13.7	620.6 ± 2.4

TABLE 4A.76

Table 4A.76 **NAPLAN Mean scale scores for numeracy, by State and Territory, by parental education and parental occupation, 2012 (score points) (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>
Other business managers and associated professionals	605.4 ± 3.8	600.2 ± 3.8	586.3 ± 3.7	591.0 ± 4.2	585.7 ± 4.0	583.5 ± 5.6	592.7 ± 7.4	564.6 ± 10.3	596.4 ± 1.9
Tradespeople, clerks, skilled office, sales and service staff	581.3 ± 3.0	578.9 ± 2.6	565.7 ± 2.2	571.6 ± 3.2	568.1 ± 3.8	566.5 ± 4.0	573.0 ± 5.3	542.4 ± 9.9	574.7 ± 1.4
Machine operators, hospitality staff, assistants, labourers	568.0 ± 4.2	566.3 ± 3.1	550.3 ± 2.6	556.4 ± 4.8	554.1 ± 4.8	541.5 ± 5.4	563.9 ± 8.4	508.1 ± 12.2	561.2 ± 1.8
Not in paid work in previous 12 months	548.5 ± 3.9	553.5 ± 3.7	541.7 ± 4.4	536.8 ± 7.7	537.8 ± 6.2	528.4 ± 7.6	572.1 ± 13.2	476.7 ± 16.7	546.7 ± 2.2
Not stated (h)	566.5 ± 4.0	609.5 ± 7.2	560.6 ± 6.2	567.1 ± 10.4	556.8 ± 7.7	555.2 ± 13.5	581.8 ± 9.9	496.9 ± 24.1	565.5 ± 3.1

(a) The mean scale scores reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7), for the single reporting year (2012). See section 2.6 of the statistical context chapter for more information on confidence intervals.

(b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions, as shown in table 4A.78. Readers are urged to be cautious when comparing results.

(c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

(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.

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

(h) Parental occupation may not have been stated on enrolment forms.

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

TABLE 4A.77

Table 4A.77 Participation rate in numeracy assessment, 2012, by Indigenous status (per cent) (a), (b), (c)

<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>
Year 3									
Indigenous students	92.9	87.8	90.3	83.0	84.8	95.1	87.3	75.2	88.2
Non-Indigenous students	96.9	94.9	94.7	95.6	93.7	95.8	93.5	94.4	95.5
All students	96.6	94.6	94.4	94.7	93.4	94.9	93.3	86.0	95.0
Year 5									
Indigenous students	93.1	87.5	89.4	85.4	86.5	96.1	88.7	76.3	88.4
Non-Indigenous students	97.2	95.3	94.9	96.2	94.8	96.7	95.9	95.7	96.0
All students	97.0	95.1	94.5	95.4	94.4	95.9	95.6	87.0	95.5
Year 7									
Indigenous students	88.0	85.3	90.3	83.7	83.4	91.2	83.2	71.3	86.2
Non-Indigenous students	96.4	95.0	95.3	96.2	94.9	95.4	94.4	96.4	95.6
All students	96.0	94.8	95.0	95.3	94.4	94.1	94.1	85.6	95.1
Year 9									
Indigenous students	77.0	75.2	80.7	70.2	67.7	84.0	78.0	65.1	75.8
Non-Indigenous students	93.8	91.4	91.7	93.7	90.3	90.9	91.7	94.7	92.4
All students	92.9	91.0	91.0	92.2	89.4	89.4	91.3	83.2	91.5

- (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. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.
- (c) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

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

TABLE 4A.78

Table 4A.78 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	<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									
Indigenous students									
Exempt	3.0	5.8	2.5	1.2	5.6	1.5	4.5	2.2	2.8
Absent	5.9	7.3	7.2	15.9	8.5	4.2	3.7	24.0	9.6
Withdrawn	1.2	4.9	2.5	1.1	6.7	0.7	9.0	0.9	2.1
Assessed	89.9	82.0	87.8	81.8	79.2	93.6	82.8	72.9	85.5
Non-Indigenous students									
Exempt	1.6	2.6	1.4	1.4	2.1	1.4	1.5	1.8	1.8
Absent	2.2	2.9	2.9	3.1	3.1	3.5	2.7	3.5	2.7
Withdrawn	0.9	2.2	2.4	1.3	3.1	0.7	3.8	2.2	1.8
Assessed	95.3	92.3	93.3	94.2	91.7	94.4	92.0	92.5	93.7
All students									
Exempt	1.7	2.8	1.5	1.4	2.3	1.4	1.6	2.0	1.9
Absent	2.4	3.0	3.2	4.0	3.4	3.5	2.8	12.3	3.1
Withdrawn	1.0	2.4	2.4	1.3	3.3	1.6	4.0	1.7	1.9
Assessed	94.9	91.8	92.9	93.3	91.0	93.5	91.6	84.0	93.1
Year 5									
Indigenous students									
Exempt	2.7	6.8	3.0	1.5	4.3	1.3	6.6	2.0	2.8
Absent	5.9	8.7	7.7	13.8	9.3	3.0	7.5	23.2	9.9
Withdrawn	0.9	3.8	2.9	0.8	4.3	0.9	3.8	0.5	1.7
Assessed	90.5	80.7	86.4	83.9	82.1	94.8	82.1	74.3	85.6
Non-Indigenous students									
Exempt	1.5	2.5	2.1	1.3	2.1	1.3	1.9	2.2	1.9
Absent	2.2	3.0	2.7	2.9	3.1	2.8	2.1	3.3	2.6
Withdrawn	0.6	1.7	2.4	0.9	2.1	0.5	2.0	1.0	1.4
Assessed	95.7	92.8	92.8	94.9	92.7	95.4	94.0	93.5	94.1
All students									
Exempt	1.5	2.7	2.2	1.3	2.2	1.3	2.0	2.1	2.0
Absent	2.4	3.1	3.1	3.7	3.4	2.8	2.2	12.3	3.0
Withdrawn	0.7	1.8	2.5	0.9	2.2	1.3	2.2	0.8	1.4
Assessed	95.4	92.4	92.2	94.1	92.2	94.6	93.6	84.8	93.6
Year 7									
Indigenous students									
Exempt	2.2	3.7	2.4	1.4	2.5	1.0	2.7	2.1	2.2
Absent	11.2	12.8	7.4	15.2	11.9	8.4	11.5	27.1	12.1
Withdrawn	0.9	1.9	2.3	1.1	4.7	0.4	5.3	1.6	1.7
Assessed	85.7	81.6	87.9	82.3	80.9	90.2	80.5	69.2	84.0
Non-Indigenous students									

TABLE 4A.78

Table 4A.78 **Exempt, absent and withdrawn, and assessed students in numeracy assessment, by Indigenous status, 2012 (per cent) (a), (b), (c), (d)**

	<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>
Exempt	1.2	1.8	1.6	1.3	1.8	1.2	1.5	2.6	1.5
Absent	3.2	4.0	3.0	3.1	3.2	4.2	3.6	3.1	3.4
Withdrawn	0.4	1.0	1.7	0.7	1.9	0.4	2.0	0.5	1.0
Assessed	95.2	93.2	93.7	94.9	93.1	94.2	92.9	93.8	94.1
All students									
Exempt	1.2	1.9	1.7	1.2	1.9	1.2	1.6	2.3	1.6
Absent	3.6	4.2	3.3	3.9	3.6	4.8	3.8	13.4	3.8
Withdrawn	0.4	1.0	1.8	0.8	2.0	1.1	2.1	1.0	1.0
Assessed	94.8	92.9	93.2	94.1	92.5	92.9	92.5	83.3	93.6
Year 9									
Indigenous students									
Exempt	2.5	4.4	2.7	2.1	3.4	2.1	1.8	3.0	2.7
Absent	22.1	22.4	16.4	29.1	28.6	16.0	18.3	34.1	22.4
Withdrawn	0.9	2.4	2.9	0.8	3.6	–	3.7	0.8	1.7
Assessed	74.5	70.8	78.0	68.0	64.4	81.9	76.2	62.1	73.2
Non-Indigenous students									
Exempt	1.3	1.9	1.5	1.2	1.4	0.9	1.3	1.5	1.5
Absent	5.8	7.4	5.4	5.7	7.5	8.7	6.2	5.0	6.3
Withdrawn	0.4	1.2	2.9	0.6	2.2	0.4	2.1	0.2	1.3
Assessed	92.5	89.5	90.2	92.5	88.9	90.0	90.4	93.3	90.9
All students									
Exempt	1.3	2.0	1.6	1.3	1.5	1.1	1.3	2.0	1.6
Absent	6.6	7.7	6.1	7.1	8.3	9.7	6.5	16.3	7.1
Withdrawn	0.5	1.3	2.9	0.7	2.3	0.9	2.2	0.5	1.4
Assessed	91.6	89.0	89.4	90.9	87.9	88.3	90.0	81.2	89.9

(a) The percentages of students represented in this table have been rounded and may not sum to 100.

(b) Exempt students were not assessed and are considered not to have met the national minimum standard. Students with a language background other than English, who arrived from overseas less than a year before the tests, and students with significant intellectual disabilities may be exempted from testing.

(c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations. Some students' Indigenous status is not recorded and it is possible that the proportion of Indigenous students may be underrepresented in some jurisdictions.

(d) Data for 2010 and 2011 were included in the 2012 and 2013 Reports.

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

TABLE 4A.79

Table 4A.79 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	408.9 ± 1.6	405.5 ± 1.7	405.0 ± 1.7	●	●
At or above NMS	%	96.9 ± 0.2	96.5 ± 0.3	95.1 ± 0.3	↓	↓
Indigenous students (c)						
Mean scale score	no.	350.3 ± 3.1	350.5 ± 3.1	342.2 ± 3.5	●	↓
At or above NMS	%	88.6 ± 1.4	89.2 ± 1.4	82.9 ± 1.9	↓	↓
Non-Indigenous students						
Mean scale score	no.	411.3 ± 1.6	408.0 ± 1.6	408.1 ± 1.7	●	●
At or above NMS	%	97.3 ± 0.2	96.8 ± 0.3	95.7 ± 0.3	↓	↓
LBOTE students (d)						
At or above NMS	%	96.4 ± 0.5	96.3 ± 0.5	95.0 ± 0.5	↓	↓
Male students						
At or above NMS	%	96.7 ± 0.3	96.1 ± 0.3	94.3 ± 0.4	↓	↓
Female students						
At or above NMS	%	97.1 ± 0.3	96.9 ± 0.3	95.8 ± 0.3	↓	↓
<i>Year 5</i>						
All students						
Mean scale score	no.	487.8 ± 2.0	499.3 ± 2.0	497.7 ± 1.9	↑	●
At or above NMS	%	94.4 ± 0.3	95.4 ± 0.3	94.5 ± 0.3	●	↓
Indigenous students (c)						
Mean scale score	no.	424.9 ± 3.2	439.8 ± 3.2	436.8 ± 3.2	↑	●
At or above NMS	%	78.9 ± 1.9	83.4 ± 1.6	80.8 ± 1.7	●	●
Non-Indigenous students						
Mean scale score	no.	490.5 ± 1.9	501.8 ± 2.0	500.7 ± 1.9	↑	●
At or above NMS	%	95.2 ± 0.3	96.0 ± 0.3	95.2 ± 0.3	●	↓
LBOTE students (d)						
At or above NMS	%	94.4 ± 0.7	95.8 ± 0.4	94.4 ± 0.5	●	↓
Male students						
At or above NMS	%	94.6 ± 0.4	95.2 ± 0.4	93.8 ± 0.4	●	↓
Female students						
At or above NMS	%	94.2 ± 0.4	95.6 ± 0.3	95.2 ± 0.4	●	●

TABLE 4A.79

Table 4A.79 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	551.3 ± 3.7	548.6 ± 3.8	543.4 ± 3.8	●	●
At or above NMS	%	96.0 ± 0.4	94.4 ± 0.5	93.8 ± 0.5	↓	●
Indigenous students (c)						
Mean scale score	no.	485.6 ± 3.5	481.8 ± 3.3	477.4 ± 3.2	↓	●
At or above NMS	%	84.5 ± 2.1	80.5 ± 1.7	77.6 ± 1.8	↓	●
Non-Indigenous students						
Mean scale score	no.	554.1 ± 3.7	551.7 ± 3.8	546.6 ± 3.8	●	●
At or above NMS	%	96.6 ± 0.3	95.1 ± 0.4	94.6 ± 0.4	↓	●
LBOTE students (d)						
At or above NMS	%	96.0 ± 0.8	94.5 ± 0.8	94.4 ± 0.8	↓	●
Male students						
At or above NMS	%	96.1 ± 0.4	94.1 ± 0.6	93.5 ± 0.6	↓	●
Female students						
At or above NMS	%	95.9 ± 0.4	94.6 ± 0.5	94.1 ± 0.5	↓	●
<i>Year 9</i>						
All students						
Mean scale score	no.	591.4 ± 3.5	589.5 ± 3.7	591.1 ± 3.9	●	●
At or above NMS	%	94.7 ± 0.4	93.0 ± 0.6	93.7 ± 0.5	●	●
Indigenous students (c)						
Mean scale score	no.	528.3 ± 3.5	521.6 ± 3.3	525.5 ± 3.4	●	●
At or above NMS	%	80.3 ± 2.1	74.9 ± 2.2	78.1 ± 2.1	●	●
Non-Indigenous students						
Mean scale score	no.	594.3 ± 3.5	592.7 ± 3.7	594.5 ± 3.9	●	●
At or above NMS	%	95.4 ± 0.4	93.9 ± 0.5	94.5 ± 0.5	●	●
LBOTE students (d)						
At or above NMS	%	95.2 ± 0.8	93.4 ± 1.0	94.5 ± 0.9	●	●
Male students						
At or above NMS	%	94.7 ± 0.5	93.1 ± 0.6	94.1 ± 0.6	●	●
Female students						
At or above NMS	%	94.6 ± 0.5	92.9 ± 0.7	93.4 ± 0.6	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.79

Table 4A.79 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, NSW (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.80

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	416.9 ± 1.4	412.8 ± 1.6	408.9 ± 1.6	●	●
At or above NMS	%	96.5 ± 0.2	96.2 ± 0.4	95.6 ± 0.4	↓	●
Indigenous students (c)						
Mean scale score	no.	376.9 ± 5.5	365.3 ± 5.3	359.6 ± 5.8	↓	●
At or above NMS	%	93.0 ± 2.2	89.6 ± 2.3	85.9 ± 3.1	↓	●
Non-Indigenous students						
Mean scale score	no.	417.5 ± 1.4	413.5 ± 1.6	409.5 ± 1.6	●	●
At or above NMS	%	96.8 ± 0.3	96.6 ± 0.3	95.9 ± 0.3	↓	↓
LBOTE students (d)						
At or above NMS	%	95.4 ± 0.6	95.0 ± 0.6	94.1 ± 0.6	↓	●
Male students						
At or above NMS	%	95.8 ± 0.5	95.6 ± 0.5	94.8 ± 0.5	↓	●
Female students						
At or above NMS	%	97.2 ± 0.3	96.8 ± 0.3	96.4 ± 0.3	●	●
<i>Year 5</i>						
All students						
Mean scale score	no.	489.7 ± 1.7	499.2 ± 1.6	497.6 ± 1.7	●	●
At or above NMS	%	94.6 ± 0.3	95.6 ± 0.4	95.0 ± 0.4	●	●
Indigenous students (c)						
Mean scale score	no.	440.6 ± 5.4	455.1 ± 5.0	445.4 ± 4.9	●	↓
At or above NMS	%	83.3 ± 3.5	86.1 ± 2.9	83.2 ± 2.8	●	●
Non-Indigenous students						
Mean scale score	no.	490.3 ± 1.6	499.8 ± 1.6	498.4 ± 1.6	●	●
At or above NMS	%	95.0 ± 0.3	95.9 ± 0.3	95.3 ± 0.4	●	●
LBOTE students (d)						
At or above NMS	%	93.5 ± 0.6	94.6 ± 0.6	93.8 ± 0.6	●	●
Male students						
At or above NMS	%	94.5 ± 0.5	95.1 ± 0.5	94.2 ± 0.5	●	↓
Female students						
At or above NMS	%	94.8 ± 0.5	96.1 ± 0.3	95.8 ± 0.3	●	●

TABLE 4A.80

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	552.3 ± 3.1	550.9 ± 3.0	544.3 ± 3.1	↓	•
At or above NMS	%	96.5 ± 0.3	95.8 ± 0.5	95.0 ± 0.5	↓	•
Indigenous students (c)						
Mean scale score	no.	492.9 ± 5.7	494.4 ± 5.4	494.6 ± 5.2	•	•
At or above NMS	%	87.9 ± 3.1	86.3 ± 3.3	85.7 ± 2.9	•	•
Non-Indigenous students						
Mean scale score	no.	553.2 ± 3.0	551.8 ± 3.0	545.3 ± 3.1	↓	•
At or above NMS	%	96.8 ± 0.4	96.1 ± 0.4	95.3 ± 0.5	↓	•
LBOTE students (d)						
At or above NMS	%	95.8 ± 0.7	94.4 ± 0.9	94.3 ± 0.9	↓	•
Male students						
At or above NMS	%	96.5 ± 0.5	95.5 ± 0.6	94.6 ± 0.7	↓	•
Female students						
At or above NMS	%	96.5 ± 0.4	96.1 ± 0.4	95.4 ± 0.5	↓	•
<i>Year 9</i>						
All students						
Mean scale score	no.	590.7 ± 3.7	590.0 ± 3.6	590.7 ± 3.8	•	•
At or above NMS	%	95.2 ± 0.4	94.6 ± 0.6	95.0 ± 0.5	•	•
Indigenous students (c)						
Mean scale score	no.	530.2 ± 6.1	532.4 ± 5.1	535.5 ± 5.5	•	•
At or above NMS	%	78.4 ± 4.5	80.3 ± 3.8	83.1 ± 3.1	•	•
Non-Indigenous students						
Mean scale score	no.	591.5 ± 3.6	590.6 ± 3.6	591.4 ± 3.8	•	•
At or above NMS	%	95.5 ± 0.5	94.8 ± 0.6	95.2 ± 0.5	•	•
LBOTE students (d)						
At or above NMS	%	94.8 ± 0.9	93.5 ± 1.0	94.4 ± 0.9	•	•
Male students						
At or above NMS	%	95.1 ± 0.6	94.6 ± 0.7	95.0 ± 0.7	•	•
Female students						
At or above NMS	%	95.2 ± 0.6	94.5 ± 0.6	95.0 ± 0.5	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

• = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

Table 4A.80 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Victoria (a), (b)**

	2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
				<i>2008 to 2012</i>	<i>2011 to 2012</i>

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.81

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	367.9 ± 2.2	384.6 ± 1.9	380.9 ± 2.1	↑	●
At or above NMS	%	92.0 ± 0.6	95.2 ± 0.3	92.7 ± 0.5	●	↓
Indigenous students (c)						
Mean scale score	no.	316.2 ± 6.4	336.7 ± 2.9	320.1 ± 4.4	●	↓
At or above NMS	%	75.5 ± 3.2	86.9 ± 1.3	74.1 ± 2.6	●	↓
Non-Indigenous students						
Mean scale score	no.	371.9 ± 2.1	388.9 ± 1.8	385.5 ± 2.0	↑	●
At or above NMS	%	93.3 ± 0.5	96.0 ± 0.3	94.2 ± 0.4	●	↓
LBOTE students (d)						
At or above NMS	%	83.2 ± 2.7	92.7 ± 1.3	87.7 ± 2.3	↑	↓
Male students						
At or above NMS	%	91.5 ± 0.7	95.1 ± 0.4	92.2 ± 0.7	●	↓
Female students						
At or above NMS	%	92.5 ± 0.6	95.4 ± 0.4	93.2 ± 0.5	●	↓
<i>Year 5</i>						
All students						
Mean scale score	no.	458.2 ± 2.1	470.3 ± 1.9	476.1 ± 2.1	↑	●
At or above NMS	%	90.4 ± 0.6	93.4 ± 0.5	91.7 ± 0.6	●	↓
Indigenous students (c)						
Mean scale score	no.	406.8 ± 5.2	421.8 ± 3.2	414.3 ± 4.8	●	●
At or above NMS	%	69.5 ± 3.1	77.8 ± 2.1	69.5 ± 3.1	●	↓
Non-Indigenous students						
Mean scale score	no.	462.3 ± 1.9	474.4 ± 1.7	480.7 ± 2.0	↑	↑
At or above NMS	%	92.0 ± 0.5	94.8 ± 0.4	93.4 ± 0.5	●	↓
LBOTE students (d)						
At or above NMS	%	81.0 ± 3.1	89.0 ± 2.0	85.2 ± 3.0	●	↓
Male students						
At or above NMS	%	90.7 ± 0.6	93.2 ± 0.6	91.2 ± 0.8	●	↓
Female students						
At or above NMS	%	90.1 ± 0.7	93.6 ± 0.5	92.3 ± 0.7	↑	↓

TABLE 4A.81

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	539.0 ± 2.3	538.7 ± 2.2	532.0 ± 2.1	↓	↓
At or above NMS	%	94.9 ± 0.4	94.6 ± 0.4	93.8 ± 0.5	●	●
Indigenous students (c)						
Mean scale score	no.	483.2 ± 7.6	481.8 ± 3.8	475.9 ± 3.7	●	●
At or above NMS	%	81.8 ± 2.7	80.7 ± 2.2	78.7 ± 2.4	●	●
Non-Indigenous students						
Mean scale score	no.	543.2 ± 2.2	543.2 ± 2.1	536.1 ± 2.0	↓	↓
At or above NMS	%	95.9 ± 0.3	95.7 ± 0.4	94.9 ± 0.4	●	●
LBOTE students (d)						
At or above NMS	%	88.6 ± 2.2	90.5 ± 1.9	88.7 ± 2.3	●	●
Male students						
At or above NMS	%	94.9 ± 0.4	94.5 ± 0.5	93.5 ± 0.6	↓	●
Female students						
At or above NMS	%	94.8 ± 0.5	94.7 ± 0.5	94.1 ± 0.5	●	●
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 3.5	574.4 ± 3.4	574.6 ± 3.3	●	●
At or above NMS	%	92.4 ± 0.8	92.8 ± 0.7	93.7 ± 0.6	●	●
Indigenous students (c)						
Mean scale score	no.	515.9 ± 9.1	518.4 ± 3.8	522.6 ± 3.8	●	●
At or above NMS	%	73.2 ± 3.6	74.5 ± 2.7	78.1 ± 2.6	●	●
Non-Indigenous students						
Mean scale score	no.	574.7 ± 3.3	578.8 ± 3.3	578.4 ± 3.3	●	●
At or above NMS	%	93.8 ± 0.7	94.2 ± 0.5	94.8 ± 0.5	●	●
LBOTE students (d)						
At or above NMS	%	86.9 ± 3.3	88.4 ± 3.0	88.5 ± 3.2	●	●
Male students						
At or above NMS	%	92.3 ± 0.9	92.5 ± 0.8	93.7 ± 0.7	●	●
Female students						
At or above NMS	%	92.5 ± 0.8	93.1 ± 0.7	93.7 ± 0.7	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.81

Table 4A.81 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Queensland (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.82

Table 4A.82 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	381.9 ± 2.4	386.6 ± 2.5	383.9 ± 2.8	●	●
At or above NMS	%	94.5 ± 0.6	95.3 ± 0.5	92.5 ± 0.7	↓	↓
Indigenous students (c)						
Mean scale score	no.	313.9 ± 5.1	318.9 ± 4.1	298.4 ± 4.9	↓	↓
At or above NMS	%	75.5 ± 3.4	79.8 ± 2.5	63.9 ± 3.2	↓	↓
Non-Indigenous students						
Mean scale score	no.	387.4 ± 2.2	392.0 ± 2.3	390.2 ± 2.5	●	●
At or above NMS	%	96.1 ± 0.6	96.5 ± 0.4	94.5 ± 0.6	↓	↓
LBOTE students (d)						
At or above NMS	%	93.0 ± 1.7	93.8 ± 1.5	91.1 ± 1.5	●	↓
Male students						
At or above NMS	%	94.0 ± 0.8	95.0 ± 0.6	92.2 ± 0.9	●	↓
Female students						
At or above NMS	%	94.9 ± 0.6	95.6 ± 0.6	92.7 ± 0.8	↓	↓
<i>Year 5</i>						
All students						
Mean scale score	no.	460.7 ± 2.5	479.2 ± 2.7	477.5 ± 2.8	↑	●
At or above NMS	%	91.1 ± 0.8	93.4 ± 0.6	91.7 ± 0.8	●	↓
Indigenous students (c)						
Mean scale score	no.	393.0 ± 4.6	402.7 ± 4.9	395.0 ± 5.6	●	●
At or above NMS	%	61.6 ± 3.4	67.0 ± 3.5	60.4 ± 4.0	●	↓
Non-Indigenous students						
Mean scale score	no.	466.5 ± 2.3	485.1 ± 2.5	484.1 ± 2.6	↑	●
At or above NMS	%	93.7 ± 0.6	95.4 ± 0.5	94.1 ± 0.5	●	↓
LBOTE students (d)						
At or above NMS	%	89.7 ± 2.0	91.3 ± 1.6	89.6 ± 1.7	●	●
Male students						
At or above NMS	%	91.5 ± 0.9	93.4 ± 0.7	91.3 ± 0.9	●	↓
Female students						
At or above NMS	%	90.7 ± 0.9	93.5 ± 0.7	92.1 ± 0.8	●	●

TABLE 4A.82

Table 4A.82 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	533.7 ± 3.0	544.6 ± 3.4	534.9 ± 3.3	●	↓
At or above NMS	%	94.7 ± 0.6	94.7 ± 0.6	93.9 ± 0.6	●	●
Indigenous students (c)						
Mean scale score	no.	463.2 ± 5.2	465.1 ± 5.2	461.0 ± 5.0	●	●
At or above NMS	%	74.2 ± 3.9	72.2 ± 3.6	70.9 ± 3.6	●	●
Non-Indigenous students						
Mean scale score	no.	539.5 ± 2.8	550.6 ± 3.2	540.3 ± 3.2	●	↓
At or above NMS	%	96.5 ± 0.4	96.3 ± 0.4	95.5 ± 0.5	●	●
LBOTE students (d)						
At or above NMS	%	93.3 ± 1.7	92.6 ± 1.5	92.8 ± 1.3	●	●
Male students						
At or above NMS	%	95.0 ± 0.7	94.6 ± 0.7	93.6 ± 0.7	●	●
Female students						
At or above NMS	%	94.5 ± 0.7	94.8 ± 0.7	94.3 ± 0.8	●	●
<i>Year 9</i>						
All students						
Mean scale score	no.	570.7 ± 5.2	582.2 ± 5.8	582.0 ± 5.5	↑	●
At or above NMS	%	92.3 ± 1.1	92.1 ± 1.2	93.1 ± 1.0	●	●
Indigenous students (c)						
Mean scale score	no.	500.6 ± 5.3	508.2 ± 7.0	507.9 ± 6.8	●	●
At or above NMS	%	66.2 ± 3.7	67.3 ± 5.1	67.7 ± 4.3	●	●
Non-Indigenous students						
Mean scale score	no.	576.4 ± 5.1	586.9 ± 5.5	586.5 ± 5.2	↑	●
At or above NMS	%	94.3 ± 0.9	93.6 ± 1.1	94.7 ± 0.8	●	●
LBOTE students (d)						
At or above NMS	%	92.2 ± 2.0	90.1 ± 3.3	92.8 ± 1.7	●	●
Male students						
At or above NMS	%	92.5 ± 1.2	92.1 ± 1.5	93.3 ± 1.1	●	●
Female students						
At or above NMS	%	92.1 ± 1.2	92.0 ± 1.3	92.9 ± 1.1	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.82

Table 4A.82 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Western Australia (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.83

Table 4A.83 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	388.8 ± 2.7	379.4 ± 2.7	377.4 ± 3.0	↓	●
At or above NMS	%	93.8 ± 0.9	94.1 ± 0.8	91.9 ± 0.9	●	↓
Indigenous students (c)						
Mean scale score	no.	330.7 ± 6.5	322.5 ± 7.6	310.0 ± 7.2	↓	↓
At or above NMS	%	79.2 ± 4.5	79.0 ± 4.8	66.7 ± 5.0	↓	↓
Non-Indigenous students						
Mean scale score	no.	391.7 ± 2.5	381.9 ± 2.7	380.2 ± 2.9	↓	●
At or above NMS	%	94.6 ± 0.8	94.7 ± 0.7	93.0 ± 0.8	●	↓
LBOTE students (d)						
At or above NMS	%	89.1 ± 4.1	91.6 ± 2.0	87.4 ± 2.7	●	↓
Male students						
At or above NMS	%	93.1 ± 1.0	93.6 ± 0.9	91.3 ± 1.2	●	↓
Female students						
At or above NMS	%	94.4 ± 0.8	94.5 ± 1.0	92.5 ± 0.9	●	↓
<i>Year 5</i>						
All students						
Mean scale score	no.	460.4 ± 2.8	470.9 ± 2.8	471.9 ± 2.9	↑	●
At or above NMS	%	90.5 ± 1.0	93.1 ± 0.8	91.7 ± 0.9	●	●
Indigenous students (c)						
Mean scale score	no.	409.1 ± 6.8	415.5 ± 6.0	407.4 ± 6.2	●	●
At or above NMS	%	68.5 ± 5.3	74.2 ± 4.6	66.8 ± 4.5	●	↓
Non-Indigenous students						
Mean scale score	no.	462.9 ± 2.7	473.0 ± 2.7	474.5 ± 2.8	↑	●
At or above NMS	%	91.7 ± 0.9	94.0 ± 0.8	92.7 ± 0.8	●	●
LBOTE students (d)						
At or above NMS	%	84.9 ± 3.9	90.0 ± 2.2	87.2 ± 2.4	●	●
Male students						
At or above NMS	%	91.1 ± 1.1	92.9 ± 1.0	90.8 ± 1.1	●	↓
Female students						
At or above NMS	%	89.9 ± 1.1	93.4 ± 0.9	92.7 ± 1.0	↑	●

TABLE 4A.83

Table 4A.83 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	536.2 ± 3.3	534.9 ± 3.3	529.1 ± 3.1	•	•
At or above NMS	%	94.5 ± 0.8	93.9 ± 0.7	93.5 ± 0.8	•	•
Indigenous students (c)						
Mean scale score	no.	468.7 ± 7.0	475.2 ± 6.7	464.8 ± 6.3	•	•
At or above NMS	%	75.9 ± 5.2	76.4 ± 4.8	74.1 ± 4.4	•	•
Non-Indigenous students						
Mean scale score	no.	539.2 ± 3.1	537.3 ± 3.2	531.8 ± 3.1	•	•
At or above NMS	%	95.4 ± 0.7	94.7 ± 0.7	94.3 ± 0.7	•	•
LBOTE students (d)						
At or above NMS	%	88.7 ± 3.3	91.7 ± 1.6	90.4 ± 2.0	•	•
Male students						
At or above NMS	%	94.7 ± 0.9	93.8 ± 0.9	93.5 ± 0.9	•	•
Female students						
At or above NMS	%	94.4 ± 0.8	94.1 ± 0.9	93.5 ± 0.9	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	571.1 ± 5.4	572.0 ± 5.6	573.3 ± 5.7	•	•
At or above NMS	%	92.0 ± 1.8	91.7 ± 1.5	92.9 ± 1.2	•	•
Indigenous students (c)						
Mean scale score	no.	508.8 ± 8.2	507.6 ± 8.0	513.4 ± 6.7	•	•
At or above NMS	%	68.7 ± 6.0	68.2 ± 5.6	72.0 ± 4.7	•	•
Non-Indigenous students						
Mean scale score	no.	574.6 ± 5.1	574.1 ± 5.4	575.4 ± 5.4	•	•
At or above NMS	%	93.7 ± 1.1	92.6 ± 1.4	93.8 ± 1.2	•	•
LBOTE students (d)						
At or above NMS	%	88.0 ± 4.5	88.0 ± 5.3	89.4 ± 3.6	•	•
Male students						
At or above NMS	%	92.4 ± 1.8	91.7 ± 1.7	93.4 ± 1.3	•	•
Female students						
At or above NMS	%	91.6 ± 1.8	91.7 ± 1.5	92.4 ± 1.5	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.83

Table 4A.83 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, South Australia (a), (b)

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.84

Table 4A.84 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	399.9 ± 4.2	392.3 ± 4.8	391.5 ± 5.3	●	●
At or above NMS	%	96.7 ± 0.6	95.4 ± 0.9	93.9 ± 1.0	↓	●
Indigenous students (c)						
Mean scale score	no.	377.1 ± 8.2	356.2 ± 8.8	351.9 ± 8.3	↓	●
At or above NMS	%	94.5 ± 2.8	90.2 ± 4.5	86.0 ± 3.6	↓	●
Non-Indigenous students						
Mean scale score	no.	401.6 ± 4.5	394.8 ± 4.7	393.2 ± 4.8	●	●
At or above NMS	%	96.8 ± 0.6	95.9 ± 0.8	94.5 ± 1.0	↓	●
LBOTE students (d)						
At or above NMS	%	90.3 ± 4.5	91.5 ± 3.7	93.4 ± 3.7	●	●
Male students						
At or above NMS	%	96.6 ± 0.8	95.1 ± 1.1	93.1 ± 1.3	↓	↓
Female students						
At or above NMS	%	96.8 ± 0.8	95.8 ± 1.1	94.7 ± 1.2	↓	●
<i>Year 5</i>						
All students						
Mean scale score	no.	464.6 ± 4.4	478.2 ± 4.6	480.4 ± 4.7	↑	●
At or above NMS	%	92.1 ± 1.2	93.9 ± 1.0	92.6 ± 1.2	●	●
Indigenous students (c)						
Mean scale score	no.	447.4 ± 7.6	447.9 ± 6.2	446.9 ± 7.5	●	●
At or above NMS	%	87.8 ± 3.9	86.9 ± 4.4	85.3 ± 3.8	●	●
Non-Indigenous students						
Mean scale score	no.	467.5 ± 4.5	480.2 ± 4.4	482.4 ± 4.5	↑	●
At or above NMS	%	92.9 ± 1.1	94.5 ± 1.0	93.1 ± 1.1	●	●
LBOTE students (d)						
At or above NMS	%	83.9 ± 6.8	87.5 ± 5.2	91.3 ± 4.4	●	●
Male students						
At or above NMS	%	91.8 ± 1.4	94.0 ± 1.1	92.2 ± 1.5	●	●
Female students						
At or above NMS	%	92.4 ± 1.3	93.8 ± 1.5	93.1 ± 1.3	●	●

TABLE 4A.84

Table 4A.84 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	533.8 ± 7.3	532.2 ± 7.3	526.0 ± 7.1	•	•
At or above NMS	%	95.2 ± 1.3	92.6 ± 1.7	93.2 ± 1.5	•	•
Indigenous students (c)						
Mean scale score	no.	512.3 ± 7.6	493.6 ± 8.1	491.0 ± 7.3	↓	•
At or above NMS	%	92.4 ± 2.7	83.2 ± 5.1	87.8 ± 3.6	•	•
Non-Indigenous students						
Mean scale score	no.	536.9 ± 7.5	537.4 ± 6.6	528.6 ± 6.6	•	•
At or above NMS	%	95.5 ± 1.2	93.8 ± 1.5	93.9 ± 1.4	•	•
LBOTE students (d)						
At or above NMS	%	93.5 ± 4.6	85.2 ± 7.6	87.6 ± 7.5	•	•
Male students						
At or above NMS	%	94.6 ± 1.6	91.7 ± 2.1	92.8 ± 1.8	•	•
Female students						
At or above NMS	%	95.9 ± 1.4	93.6 ± 1.7	93.6 ± 1.7	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	568.0 ± 7.2	567.1 ± 7.1	567.5 ± 7.0	•	•
At or above NMS	%	92.3 ± 1.8	90.9 ± 2.0	92.4 ± 1.8	•	•
Indigenous students (c)						
Mean scale score	no.	551.0 ± 9.5	533.0 ± 8.5	535.8 ± 8.1	↓	•
At or above NMS	%	88.5 ± 3.7	80.3 ± 5.4	84.3 ± 4.6	•	•
Non-Indigenous students						
Mean scale score	no.	570.2 ± 7.2	571.1 ± 6.6	570.0 ± 6.6	•	•
At or above NMS	%	93.1 ± 1.5	92.1 ± 1.8	93.3 ± 1.6	•	•
LBOTE students (d)						
At or above NMS	%	90.8 ± 5.3	87.7 ± 8.8	82.6 ± 7.9	•	•
Male students						
At or above NMS	%	92.6 ± 2.0	90.9 ± 2.2	93.0 ± 2.0	•	•
Female students						
At or above NMS	%	92.0 ± 1.8	90.8 ± 2.3	91.7 ± 2.0	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

Table 4A.84 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Tasmania (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.85

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	411.5 ± 5.1	414.4 ± 5.8	410.1 ± 4.8	●	●
At or above NMS	%	96.4 ± 1.2	96.5 ± 1.1	96.5 ± 0.8	●	●
Indigenous students (c)						
Mean scale score	no.	355.1 ± 16.2	361.0 ± 18.1	350.6 ± 13.6	●	●
At or above NMS	%	88.4 ± 9.3	88.9 ± 7.7	84.0 ± 7.6	●	●
Non-Indigenous students						
Mean scale score	no.	413.1 ± 5.0	415.5 ± 5.7	411.7 ± 4.7	●	●
At or above NMS	%	96.7 ± 1.1	96.6 ± 1.1	96.8 ± 0.8	●	●
LBOTE students (d)						
At or above NMS	%	90.4 ± 6.4	93.9 ± 3.1	95.1 ± 1.9	●	●
Male students						
At or above NMS	%	95.4 ± 1.7	96.0 ± 1.5	96.2 ± 1.1	●	●
Female students						
At or above NMS	%	97.3 ± 1.0	96.9 ± 1.1	96.8 ± 1.0	●	●
<i>Year 5</i>						
All students						
Mean scale score	no.	483.8 ± 5.8	502.0 ± 5.7	504.4 ± 6.7	↑	●
At or above NMS	%	94.9 ± 1.2	95.4 ± 1.3	95.8 ± 1.2	●	●
Indigenous students (c)						
Mean scale score	no.	428.5 ± 14.0	448.1 ± 14.0	447.2 ± 17.0	●	●
At or above NMS	%	82.3 ± 8.5	86.0 ± 9.1	81.5 ± 8.9	●	●
Non-Indigenous students						
Mean scale score	no.	485.3 ± 5.6	502.9 ± 5.5	505.6 ± 6.6	↑	●
At or above NMS	%	95.3 ± 1.1	95.6 ± 1.2	96.2 ± 1.1	●	●
LBOTE students (d)						
At or above NMS	%	90.3 ± 5.7	92.9 ± 2.8	93.1 ± 2.5	●	●
Male students						
At or above NMS	%	94.6 ± 1.4	94.6 ± 1.8	95.4 ± 1.5	●	●
Female students						
At or above NMS	%	95.2 ± 1.4	96.2 ± 1.3	96.2 ± 1.3	●	●

TABLE 4A.85

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	556.2 ± 10.1	555.5 ± 10.2	545.9 ± 9.7	●	●
At or above NMS	%	97.1 ± 1.2	95.7 ± 1.5	95.0 ± 1.6	↓	●
Indigenous students (c)						
Mean scale score	no.	504.7 ± 14.3	494.6 ± 17.2	493.1 ± 12.2	●	●
At or above NMS	%	90.3 ± 7.6	79.6 ± 8.3	81.9 ± 9.2	●	●
Non-Indigenous students						
Mean scale score	no.	557.5 ± 10.1	557.2 ± 10.0	547.2 ± 9.7	●	●
At or above NMS	%	97.3 ± 1.1	96.1 ± 1.5	95.4 ± 1.5	●	●
LBOTE students (d)						
At or above NMS	%	97.3 ± 1.9	95.4 ± 2.2	93.0 ± 3.0	↓	●
Male students						
At or above NMS	%	96.9 ± 1.4	95.4 ± 2.1	94.8 ± 2.0	●	●
Female students						
At or above NMS	%	97.4 ± 1.3	95.9 ± 1.4	95.3 ± 1.8	●	●
<i>Year 9</i>						
All students						
Mean scale score	no.	594.9 ± 10.3	593.0 ± 10.3	596.5 ± 9.7	●	●
At or above NMS	%	96.6 ± 1.2	94.6 ± 1.8	95.5 ± 1.4	●	●
Indigenous students (c)						
Mean scale score	no.	546.5 ± 14.6	538.7 ± 16.6	543.9 ± 13.0	●	●
At or above NMS	%	83.8 ± 11.1	83.0 ± 8.2	86.8 ± 7.0	●	●
Non-Indigenous students						
Mean scale score	no.	596.0 ± 10.2	594.4 ± 10.2	597.8 ± 9.8	●	●
At or above NMS	%	96.9 ± 1.1	94.9 ± 1.7	95.7 ± 1.3	●	●
LBOTE students (d)						
At or above NMS	%	97.6 ± 2.5	92.7 ± 3.0	94.4 ± 2.4	●	●
Male students						
At or above NMS	%	96.6 ± 1.7	94.7 ± 2.1	95.5 ± 1.8	●	●
Female students						
At or above NMS	%	96.6 ± 1.3	94.5 ± 2.2	95.5 ± 1.4	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.85

Table 4A.85 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australian Capital Territory (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.86

Table 4A.86 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	338.4 ± 12.4	337.8 ± 11.8	323.2 ± 15.2	●	●
At or above NMS	%	77.0 ± 5.6	79.1 ± 4.7	70.0 ± 6.4	●	↓
Indigenous students (c)						
Mean scale score	no.	275.0 ± 11.0	282.5 ± 9.2	251.8 ± 14.4	↓	↓
At or above NMS	%	52.4 ± 6.9	59.3 ± 5.8	39.5 ± 6.8	↓	↓
Non-Indigenous students						
Mean scale score	no.	386.9 ± 5.9	381.3 ± 7.5	377.0 ± 7.1	●	●
At or above NMS	%	96.5 ± 1.3	94.5 ± 2.0	92.9 ± 2.5	↓	●
LBOTE students (d)						
At or above NMS	%	51.2 ± 8.0	62.7 ± 6.2	45.7 ± 7.9	●	↓
Male students						
At or above NMS	%	76.8 ± 5.8	78.4 ± 5.1	67.5 ± 6.8	●	↓
Female students						
At or above NMS	%	77.1 ± 5.6	79.8 ± 4.7	72.4 ± 6.5	●	●
<i>Year 5</i>						
All students						
Mean scale score	no.	416.3 ± 11.0	423.6 ± 12.2	417.6 ± 16.1	●	●
At or above NMS	%	69.1 ± 5.9	72.5 ± 6.2	66.5 ± 6.9	●	●
Indigenous students (c)						
Mean scale score	no.	355.9 ± 10.0	366.5 ± 11.2	349.2 ± 15.6	●	●
At or above NMS	%	38.3 ± 6.3	45.2 ± 6.6	34.9 ± 6.5	●	↓
Non-Indigenous students						
Mean scale score	no.	459.4 ± 5.4	470.1 ± 5.0	473.4 ± 7.6	↑	●
At or above NMS	%	91.6 ± 2.2	94.6 ± 1.9	92.3 ± 2.3	●	●
LBOTE students (d)						
At or above NMS	%	40.5 ± 7.7	50.0 ± 7.6	40.9 ± 8.0	●	●
Male students						
At or above NMS	%	70.2 ± 5.7	72.1 ± 6.7	64.8 ± 7.4	●	●
Female students						
At or above NMS	%	67.9 ± 6.3	72.9 ± 6.3	68.4 ± 7.0	●	●

TABLE 4A.86

Table 4A.86 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

		2008	2011	2012	<i>Statistical significance of difference in average achievement</i>	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	488.1 ± 15.8	481.3 ± 17.6	474.7 ± 18.4	•	•
At or above NMS	%	75.9 ± 7.2	71.7 ± 8.3	70.5 ± 8.4	•	•
Indigenous students (c)						
Mean scale score	no.	428.3 ± 11.3	416.0 ± 13.6	410.1 ± 15.0	•	•
At or above NMS	%	50.2 ± 7.4	43.8 ± 8.4	41.8 ± 8.5	•	•
Non-Indigenous students						
Mean scale score	no.	534.2 ± 9.3	532.3 ± 11.7	522.7 ± 13.2	•	•
At or above NMS	%	95.6 ± 2.0	93.3 ± 3.2	91.6 ± 3.3	•	•
LBOTE students (d)						
At or above NMS	%	54.2 ± 10.9	49.1 ± 11.6	47.0 ± 11.2	•	•
Male students						
At or above NMS	%	76.1 ± 7.0	71.4 ± 8.7	69.9 ± 8.6	•	•
Female students						
At or above NMS	%	75.7 ± 7.7	72.0 ± 8.3	71.2 ± 8.7	•	•
<i>Year 9</i>						
All students						
Mean scale score	no.	532.6 ± 17.2	528.8 ± 14.5	532.1 ± 15.1	•	•
At or above NMS	%	74.1 ± 7.5	72.6 ± 7.7	74.0 ± 7.1	•	•
Indigenous students (c)						
Mean scale score	no.	470.5 ± 15.9	465.9 ± 13.5	471.3 ± 10.9	•	•
At or above NMS	%	46.1 ± 9.3	42.4 ± 8.6	44.7 ± 7.8	•	•
Non-Indigenous students						
Mean scale score	no.	575.4 ± 10.6	569.4 ± 8.3	569.6 ± 13.2	•	•
At or above NMS	%	93.6 ± 2.6	91.7 ± 4.7	92.2 ± 4.0	•	•
LBOTE students (d)						
At or above NMS	%	56.6 ± 13.4	52.3 ± 12.7	53.2 ± 11.3	•	•
Male students						
At or above NMS	%	74.5 ± 7.6	72.2 ± 8.0	74.6 ± 7.0	•	•
Female students						
At or above NMS	%	73.6 ± 8.0	73.0 ± 7.7	73.4 ± 7.8	•	•

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.86

Table 4A.86 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Northern Territory (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.87

Table 4A.87 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)**

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 3</i>						
All students						
Mean scale score	no.	396.9 ± 1.0	398.1 ± 0.9	395.5 ± 1.0	●	●
At or above NMS	%	95.0 ± 0.2	95.6 ± 0.2	93.9 ± 0.2	●	↓
Indigenous students (c)						
Mean scale score	no.	327.6 ± 3.3	334.4 ± 2.4	320.1 ± 3.2	●	↓
At or above NMS	%	78.6 ± 1.7	83.6 ± 1.3	72.7 ± 1.6	↓	↓
Non-Indigenous students						
Mean scale score	no.	400.5 ± 1.0	401.7 ± 0.9	399.5 ± 0.9	●	●
At or above NMS	%	96.0 ± 0.2	96.4 ± 0.1	95.1 ± 0.2	●	↓
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.6	94.2 ± 0.4	92.2 ± 0.5	●	↓
Male students						
At or above NMS	%	94.6 ± 0.2	95.2 ± 0.2	93.3 ± 0.3	↓	↓
Female students						
At or above NMS	%	95.5 ± 0.2	96.0 ± 0.2	94.6 ± 0.2	●	↓
<i>Year 5</i>						
All students						
Mean scale score	no.	475.9 ± 1.1	487.8 ± 1.1	488.7 ± 1.0	↑	●
At or above NMS	%	92.7 ± 0.2	94.4 ± 0.2	93.3 ± 0.2	●	↓
Indigenous students (c)						
Mean scale score	no.	408.0 ± 2.8	421.1 ± 2.7	414.0 ± 3.7	●	↓
At or above NMS	%	69.2 ± 1.7	75.2 ± 1.5	69.2 ± 1.9	●	↓
Non-Indigenous students						
Mean scale score	no.	479.5 ± 1.0	491.3 ± 1.0	492.6 ± 1.0	↑	●
At or above NMS	%	94.0 ± 0.2	95.5 ± 0.2	94.6 ± 0.2	●	↓
LBOTE students (d)						
At or above NMS	%	90.7 ± 0.7	92.9 ± 0.5	91.4 ± 0.6	●	↓
Male students						
At or above NMS	%	92.8 ± 0.3	94.1 ± 0.3	92.6 ± 0.3	●	↓
Female students						
At or above NMS	%	92.5 ± 0.3	94.6 ± 0.2	94.0 ± 0.2	↑	●

TABLE 4A.87

Table 4A.87 Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)

		2008	2011	2012	Statistical significance of difference in average achievement	
					2008 to 2012	2011 to 2012
<i>Year 7</i>						
All students						
Mean scale score	no.	545.0 ± 1.6	544.6 ± 1.6	538.1 ± 1.6	↓	↓
At or above NMS	%	95.4 ± 0.2	94.5 ± 0.2	93.8 ± 0.3	↓	●
Indigenous students (c)						
Mean scale score	no.	476.2 ± 3.4	474.8 ± 2.4	469.4 ± 2.6	●	●
At or above NMS	%	78.6 ± 1.7	76.5 ± 1.4	74.4 ± 1.5	↓	●
Non-Indigenous students						
Mean scale score	no.	548.6 ± 1.6	548.5 ± 1.6	541.8 ± 1.6	↓	↓
At or above NMS	%	96.4 ± 0.2	95.5 ± 0.2	94.9 ± 0.2	↓	●
LBOTE students (d)						
At or above NMS	%	93.6 ± 0.6	92.7 ± 0.6	92.4 ± 0.6	●	●
Male students						
At or above NMS	%	95.4 ± 0.2	94.3 ± 0.3	93.5 ± 0.3	↓	●
Female students						
At or above NMS	%	95.3 ± 0.2	94.7 ± 0.3	94.1 ± 0.3	↓	●
<i>Year 9</i>						
All students						
Mean scale score	no.	582.2 ± 1.8	583.4 ± 1.9	584.2 ± 1.9	●	●
At or above NMS	%	93.6 ± 0.3	93.0 ± 0.3	93.7 ± 0.3	●	●
Indigenous students (c)						
Mean scale score	no.	515.1 ± 4.0	515.8 ± 2.3	518.2 ± 2.4	●	●
At or above NMS	%	72.5 ± 2.0	72.0 ± 1.6	74.2 ± 1.6	●	●
Non-Indigenous students						
Mean scale score	no.	585.7 ± 1.8	586.7 ± 1.9	587.5 ± 1.9	●	●
At or above NMS	%	94.8 ± 0.3	94.1 ± 0.3	94.7 ± 0.3	●	●
LBOTE students (d)						
At or above NMS	%	93.0 ± 0.7	91.6 ± 0.8	92.8 ± 0.7	●	●
Male students						
At or above NMS	%	93.7 ± 0.4	93.0 ± 0.4	93.9 ± 0.3	●	↑
Female students						
At or above NMS	%	93.6 ± 0.4	93.0 ± 0.4	93.5 ± 0.3	●	●

NMS = National Minimum standard. LBOTE = Language Background Other Than English.

TABLE 4A.87

Table 4A.87 **Mean scale scores and proportion of students who achieved at or above the national minimum standard for numeracy, and statistical significance of differences 2008, 2011 and 2012, Australia (a), (b)**

	2008	2011	2012	Statistical significance of difference in average achievement
				2008 to 2012 2011 to 2012

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent). The confidence intervals in this table are for the specific year applicable and do not provide an indication of statistically significant difference between years. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (b) Exempt students were not assessed and are deemed not to have met the national minimum standard. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (c) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.
- (d) A student is considered to be 'LBOTE' if either the student or parents/guardians speak a language other than English at home.

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

TABLE 4A.88

Table 4A.88 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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>
Year 3 - Year 5 - Year 7									
All students									
2008 Year 3	408.9 ± 1.6	416.9 ± 1.4	367.9 ± 2.2	381.9 ± 2.4	388.8 ± 2.7	399.9 ± 4.2	411.5 ± 5.1	338.4 ± 12.4	396.9 ± 1.0
2010 Year 5	498.4 ± 2.0	502.7 ± 1.6	474.1 ± 1.9	476.8 ± 2.6	472.6 ± 2.8	479.4 ± 4.8	498.7 ± 5.1	421.5 ± 14.4	488.8 ± 1.0
2012 Year 7	543.4 ± 3.8	544.3 ± 3.1	532.0 ± 2.1	534.9 ± 3.3	529.1 ± 3.1	526.0 ± 7.1	545.9 ± 9.7	474.7 ± 18.4	538.1 ± 1.6
Gain 2008-2010	89.5 ± 8.5	85.8 ± 8.4	106.2 ± 8.6	94.9 ± 8.9	83.8 ± 9.0	79.5 ± 10.3	87.2 ± 10.8	83.1 ± 20.5	91.9 ± 8.3
Gain 2010-2012	45.0 ± 7.2	41.6 ± 6.7	57.9 ± 6.4	58.1 ± 7.1	56.5 ± 7.1	46.6 ± 10.3	47.2 ± 12.4	53.2 ± 24.1	49.3 ± 6.0
Indigenous students (d)									
2008 Year 3	350.3 ± 3.1	376.9 ± 5.5	316.2 ± 6.4	313.9 ± 5.1	330.7 ± 6.5	377.1 ± 8.2	355.1 ± 16.2	275.0 ± 11.0	327.6 ± 3.3
2010 Year 5	435.8 ± 3.0	457.0 ± 5.8	419.5 ± 4.5	398.0 ± 6.0	406.9 ± 6.8	450.0 ± 8.0	434.7 ± 12.8	351.6 ± 13.0	416.9 ± 3.1
2012 Year 7	477.4 ± 3.2	494.6 ± 5.2	475.9 ± 3.7	461.0 ± 5.0	464.8 ± 6.3	491.0 ± 7.3	493.1 ± 12.2	410.1 ± 15.0	469.4 ± 2.6
Gain 2008-2010	85.5 ± 9.2	80.1 ± 11.4	103.3 ± 11.3	84.1 ± 11.3	76.2 ± 12.4	72.9 ± 14.1	79.6 ± 22.1	76.6 ± 18.9	89.3 ± 9.3
Gain 2010-2012	41.6 ± 7.2	37.6 ± 9.7	56.4 ± 8.2	63.0 ± 9.7	57.9 ± 10.9	41.0 ± 12.3	58.4 ± 18.6	58.5 ± 20.6	52.5 ± 7.1
Non-Indigenous students									
2008 Year 3	411.3 ± 1.6	417.5 ± 1.4	371.9 ± 2.1	387.4 ± 2.2	391.7 ± 2.5	401.6 ± 4.5	413.1 ± 5.0	386.9 ± 5.9	400.5 ± 1.0
2010 Year 5	501.0 ± 1.9	503.2 ± 1.6	478.5 ± 1.8	483.0 ± 2.4	475.2 ± 2.7	482.8 ± 4.6	500.2 ± 5.0	472.7 ± 5.0	492.6 ± 1.0
2012 Year 7	546.6 ± 3.8	545.3 ± 3.1	536.1 ± 2.0	540.3 ± 3.2	531.8 ± 3.1	528.6 ± 6.6	547.2 ± 9.7	522.7 ± 13.2	541.8 ± 1.6
Gain 2008-2010	89.7 ± 8.5	85.7 ± 8.4	106.6 ± 8.6	95.6 ± 8.8	83.5 ± 9.0	81.2 ± 10.4	87.1 ± 10.7	85.8 ± 11.2	92.1 ± 8.3
Gain 2010-2012	45.6 ± 7.2	42.1 ± 6.7	57.6 ± 6.3	57.3 ± 7.0	56.6 ± 7.1	45.8 ± 9.9	47.0 ± 12.3	50.0 ± 15.2	49.2 ± 6.0
Year 5 - Year 7 - Year 9									
All students									
2008 Year 5	487.8 ± 2.0	489.7 ± 1.7	458.2 ± 2.1	460.7 ± 2.5	460.4 ± 2.8	464.6 ± 4.4	483.8 ± 5.8	416.3 ± 11.0	475.9 ± 1.1
2010 Year 7	550.1 ± 3.7	553.6 ± 3.1	546.2 ± 2.1	545.8 ± 3.2	538.5 ± 3.1	530.6 ± 7.2	556.2 ± 8.8	486.6 ± 17.5	547.8 ± 1.6
2012 Year 9	591.1 ± 3.9	590.7 ± 3.8	574.6 ± 3.3	582.0 ± 5.5	573.3 ± 5.7	567.5 ± 7.0	596.5 ± 9.7	532.1 ± 15.1	584.2 ± 1.9
Gain 2008-2010	62.3 ± 6.7	63.9 ± 6.3	88.0 ± 6.0	85.1 ± 6.6	78.1 ± 6.6	66.0 ± 9.8	72.4 ± 11.7	70.3 ± 21.2	71.9 ± 5.5

TABLE 4A.88

Table 4A.88 Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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>
Gain 2010-2012	41.0 ± 7.1	37.1 ± 6.8	28.4 ± 6.1	36.2 ± 7.9	34.8 ± 8.0	36.9 ± 11.1	40.3 ± 13.9	45.5 ± 23.6	36.4 ± 5.3
Indigenous students (d)									
2008 Year 5	424.9 ± 3.2	440.6 ± 5.4	406.8 ± 5.2	393.0 ± 4.6	409.1 ± 6.8	447.4 ± 7.6	428.5 ± 14.0	355.9 ± 10.0	408.0 ± 2.8
2010 Year 7	483.0 ± 3.1	497.6 ± 5.6	488.0 ± 4.0	467.6 ± 6.0	477.3 ± 6.9	497.1 ± 7.3	498.4 ± 13.6	416.5 ± 13.8	477.5 ± 2.6
2012 Year 9	525.5 ± 3.4	535.5 ± 5.5	522.6 ± 3.8	507.9 ± 6.8	513.4 ± 6.7	535.8 ± 8.1	543.9 ± 13.0	471.3 ± 10.9	518.2 ± 2.4
Gain 2008-2010	58.1 ± 6.8	57.0 ± 9.4	81.2 ± 8.4	74.6 ± 9.2	68.2 ± 11.0	49.7 ± 11.7	69.9 ± 20.2	60.6 ± 17.8	69.5 ± 6.5
Gain 2010-2012	42.5 ± 6.6	37.9 ± 9.2	34.6 ± 7.3	40.3 ± 10.2	36.1 ± 10.7	38.7 ± 11.9	45.5 ± 19.4	54.8 ± 18.2	40.7 ± 5.9
Non-Indigenous students									
2008 Year 5	490.5 ± 1.9	490.3 ± 1.6	462.3 ± 1.9	466.5 ± 2.3	462.9 ± 2.7	467.5 ± 4.5	485.3 ± 5.6	459.4 ± 5.4	479.5 ± 1.0
2010 Year 7	553.2 ± 3.7	554.3 ± 3.1	550.7 ± 2.0	551.4 ± 3.1	540.7 ± 3.0	535.0 ± 7.0	557.8 ± 8.8	534.1 ± 9.1	551.4 ± 1.5
2012 Year 9	594.5 ± 3.9	591.4 ± 3.8	578.4 ± 3.3	586.5 ± 5.2	575.4 ± 5.4	570.0 ± 6.6	597.8 ± 9.8	569.6 ± 13.2	587.5 ± 1.9
Gain 2008-2010	62.7 ± 6.7	64.0 ± 6.3	88.4 ± 5.9	84.9 ± 6.5	77.8 ± 6.6	67.5 ± 9.8	72.5 ± 11.6	74.7 ± 11.8	71.9 ± 5.5
Gain 2010-2012	41.3 ± 7.2	37.1 ± 6.8	27.7 ± 6.1	35.1 ± 7.7	34.7 ± 7.8	35.0 ± 10.7	40.0 ± 13.9	35.5 ± 16.7	36.1 ± 5.3
Year 3 - Year 5									
All students									
2010 Year 3	401.0 ± 1.7	410.5 ± 1.6	378.5 ± 2.1	382.8 ± 2.6	379.9 ± 2.8	393.4 ± 4.7	412.6 ± 5.4	329.4 ± 13.7	395.4 ± 1.0
2012 Year 5	497.7 ± 1.9	497.6 ± 1.7	476.1 ± 2.1	477.5 ± 2.8	471.9 ± 2.9	480.4 ± 4.7	504.4 ± 6.7	417.6 ± 16.1	488.7 ± 1.0
Gain 2010-2012	96.7 ± 7.8	87.1 ± 7.8	97.6 ± 8.0	94.7 ± 8.3	92.0 ± 8.4	87.0 ± 9.9	91.8 ± 11.3	88.2 ± 22.4	93.3 ± 7.5
Indigenous students (d)									
2010 Year 3	342.5 ± 3.4	359.4 ± 5.7	327.4 ± 4.1	311.5 ± 5.3	321.3 ± 7.5	359.2 ± 9.1	361.7 ± 15.9	266.0 ± 11.9	325.3 ± 3.1
2012 Year 5	436.8 ± 3.2	445.4 ± 4.9	414.3 ± 4.8	395.0 ± 5.6	407.4 ± 6.2	446.9 ± 7.5	447.2 ± 17.0	349.2 ± 15.6	414.0 ± 3.7
Gain 2010-2012	94.3 ± 8.8	86.0 ± 10.6	86.9 ± 9.8	83.5 ± 10.7	86.1 ± 12.2	87.7 ± 13.9	85.5 ± 24.4	83.2 ± 21.0	88.7 ± 8.9
Non-Indigenous students									
2010 Year 3	403.5 ± 1.6	411.2 ± 1.6	382.6 ± 2.0	389.3 ± 2.4	382.0 ± 2.7	395.7 ± 4.6	413.8 ± 5.4	377.0 ± 5.6	399.0 ± 0.9
2012 Year 5	500.7 ± 1.9	498.4 ± 1.6	480.7 ± 2.0	484.1 ± 2.6	474.5 ± 2.8	482.4 ± 4.5	505.6 ± 6.6	473.4 ± 7.6	492.6 ± 1.0

TABLE 4A.88

Table 4A.88 **Mean scale score gain for numeracy, years 3-5, 5-7 and 7-9, 2008-2010-2012 (score points) (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>
Gain 2010-2012	97.2 ± 7.8	87.2 ± 7.8	98.1 ± 7.9	94.8 ± 8.2	92.5 ± 8.4	86.7 ± 9.8	91.8 ± 11.3	96.4 ± 12.0	93.6 ± 7.5

- (a) Exempt students are considered as achieving below the national minimum standard but do not receive a scale score. When calculating the mean scale scores, exempt students are not included, as they have no scale score. The proportion of absent and withdrawn students varies across jurisdictions. Readers are urged to be cautious when comparing results.
- (b) The mean scale scores for 2008, 2010 and 2012 reported in this table include 95 per cent confidence intervals (for example, a mean scale score of 400.0 ± 2.7, or a gain from 2008 to 2010 of 23.1 ± 2.7). Gains across jurisdictions in this table include confidence intervals, which provide an indication of the level of uncertainty of the gain over the two year period. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) The confidence interval provided is for the specific jurisdictional gain and should not be used for comparisons between jurisdictions.
- (d) A student is considered to be 'Indigenous' if he or she identifies as being of Aboriginal and/or Torres Strait Islander origin. Students for whom Indigenous status was not stated are not included in these calculations.

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

TABLE 4A.89

Table 4A.89 **Proportion of year 6 students achieving at or above the proficient standard in science literacy in the National Assessment Program (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>
2006									
<i>Proficient standard or above (a)</i>	<i>57.4 ± 4.3</i>	<i>58.3 ± 5.0</i>	<i>49.2 ± 3.8</i>	<i>46.6 ± 4.7</i>	<i>51.6 ± 4.7</i>	<i>57.4 ± 5.5</i>	<i>62.0 ± 5.6</i>	<i>38.4 ± 6.5</i>	<i>54.3 ± 2.1</i>
2009									
<i>Proficient standard or above (a)</i>	<i>53.0 ± 5.0</i>	<i>54.6 ± 4.6</i>	<i>48.8 ± 3.8</i>	<i>53.3 ± 4.5</i>	<i>46.5 ± 5.0</i>	<i>49.8 ± 6.0</i>	<i>61.2 ± 4.8</i>	<i>33.6 ± 7.5</i>	<i>51.9 ± 2.2</i>
2012									
Level 2 and below	9.2 ± 2.5	8.3 ± 2.2	8.8 ± 1.6	8.2 ± 1.0	8.8 ± 1.9	9.6 ± 2.3	4.4 ± 1.7	31.1 ± 9.6	9.0 ± 1.0
Level 3.1	39.8 ± 3.3	40.4 ± 4.0	41.4 ± 2.9	35.5 ± 3.3	40.1 ± 3.4	39.1 ± 4.2	30.3 ± 4.6	37.9 ± 7.0	39.6 ± 1.6
Level 3.2	40.9 ± 3.8	43.4 ± 3.8	41.8 ± 3.1	44.0 ± 3.3	43.5 ± 3.6	40.2 ± 4.2	49.4 ± 3.2	26.5 ± 6.4	42.1 ± 1.7
Level 3.3	9.6 ± 2.5	7.6 ± 2.3	8.0 ± 1.6	12.0 ± 2.4	7.5 ± 1.9	10.8 ± 3.2	15.0 ± 4.1	4.3 ± 3.0	9.0 ± 1.1
Level 4 or above	0.4 ± 0.4	0.2 ± 0.3	0.1 ± 0.2	0.4 ± 0.4	0.1 ± 0.2	0.3 ± 0.5	0.9 ± 0.7	0.2 ± 0.4	0.3 ± 0.2
<i>Proficient standard or above (a)</i>	<i>50.9 ± 4.3</i>	<i>51.3 ± 4.7</i>	<i>49.9 ± 3.3</i>	<i>56.4 ± 4.2</i>	<i>51.1 ± 3.9</i>	<i>51.3 ± 5.4</i>	<i>65.3 ± 5.3</i>	<i>31.0 ± 7.6</i>	<i>51.4 ± 2.0</i>

- (a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) Results for 2012 and 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

TABLE 4A.90

Table 4A.90 **Proportion of year 6 students achieving at or above the proficient standard in science literacy in the National Assessment Program, by geolocation (per cent) (a), (b), (c), (d)**

<i>Level</i>	<i>2 and below</i>	<i>3.1</i>	<i>3.2</i>	<i>3.3</i>	<i>4 or above</i>	<i>At or above proficient standard</i>
2006						
Metropolitan areas	7.9	36.7	44.3	10.4	0.7	55.4
Provincial areas	8.4	38.2	45.3	7.9	0.2	53.4
Remote and very remote areas	26.5	38.0	31.1	4.3	0.1	35.5
All locations	8.6	37.0	44.2	9.6	0.5	54.3 ± 2.1
2009						
Metropolitan areas	8.4 ± 1.5	38.1 ± 2.0	45.5 ± 2.1	7.8 ± 1.4	0.1 ± 0.1	53.4 ± 2.6
Provincial areas	8.6 ± 1.7	41.9 ± 3.4	43.5 ± 3.3	6.0 ± 1.5	0.1 ± 0.1	49.5 ± 4.1
Remote and very remote areas	28.2 ± 8.8	37.9 ± 8.4	29.6 ± 7.2	4.1 ± 3.7	0.2 ± 0.5	33.9 ± 8.2
All locations	9.1 ± 1.2	39.0 ± 1.7	44.5 ± 1.8	7.2 ± 1.1	0.1 ± 0.1	51.9 ± 2.2
2012						
Metropolitan areas	7.8 ± 1.2	39.0 ± 2.0	42.9 ± 1.9	10.0 ± 1.5	0.4 ± 0.2	53.2 ± 2.3
Provincial areas	11.3 ± 2.8	41.7 ± 3.4	40.5 ± 3.8	6.5 ± 1.6	0.1 ± 0.1	47.0 ± 4.4
Remote and very remote areas	23.2 ± 9.5	35.1 ± 7.4	35.5 ± 9.2	6.2 ± 3.5	0.1 ± 0.2	41.7 ± 9.2
All locations	9.0 ± 1.0	39.6 ± 1.6	42.1 ± 1.7	9.0 ± 1.1	0.3 ± 0.2	51.4 ± 2.0

- (a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) Results for 2012 and 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.

Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney; ACARA (2010), *National Assessment Program - Science Literacy Year 6, 2009*, Sydney.

TABLE 4A.91

Table 4A.91 **Proportion of year 6 students achieving at or above the proficient standard in science literacy in the National Assessment Program, by equity group (per cent) (a), (b), (c)**

	<i>Aust</i>
2006	
Male students	54.9 ± 2.5
Female students	53.7 ± 2.3
Indigenous students	25.5 ± 10.0
Non-Indigenous students	54.7 ± 2.2
LBOTE students (d)	na
2009	
Male students	52.3 ± 2.6
Female students	51.7 ± 2.6
Indigenous students	19.6 ± 6.0
Non-Indigenous students	53.9 ± 2.3
LBOTE students	48.9 ± 4.9
2012	
Male students	51.7 ± 2.6
Female students	51.1 ± 2.2
Indigenous students	20.1 ± 5.8
Non-Indigenous students	52.8 ± 2.0
LBOTE students	47.6 ± 5.4

LBOTE = Language Background Other Than English.

- (a) Minimum standards, such as the national minimum standards which are used for reporting NAPLAN results, have not been set for science literacy. The standard for science literacy is set at proficiency level 3.2 (of levels 1 to 4 or above) a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) Results for 2012 and 2009 in this table are directly comparable with 2006. 2003 results were rescaled to 2006 and these rescaled data were included in the 2009 and 2010 Reports.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) The proficiency of the LBOTE sub-group, even nationally, was not calculated for 2006 because of omissions and inconsistencies in the data.

na Not available.

Source: ACARA (2013), *National Assessment Program - Science Literacy Year 6, 2012*, Sydney.

TABLE 4A.92

Table 4A.92 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program (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>
2004									
Year 6									
Level 1 or above	91.7 ± 3.3	93.0 ± 2.8	85.1 ± 3.4	83.3 ± 4.0	85.2 ± 5.2	87.3 ± 4.5	92.0 ± 2.3	80.8 ± 5.2	89.2 ± 1.6
Level 2 or above	56.6 ± 6.6	57.7 ± 5.3	37.3 ± 6.4	38.5 ± 5.7	43.0 ± 6.7	48.1 ± 6.6	60.5 ± 4.7	40.6 ± 7.1	50.0 ± 3.0
Level 3 or above	12.1 ± 4.0	9.2 ± 2.4	2.9 ± 1.7	4.7 ± 1.9	4.7 ± 2.1	7.3 ± 2.5	11.8 ± 3.5	4.8 ± 2.5	8.1 ± 1.5
Level 4 or above	0.1 ± 0.2	0.1 ± 0.2	0.1 ± 0.1	0.1 ± 0.0	–	0.1 ± 0.2	0.2 ± 0.3	0.1 ± 0.2	0.1 ± 0.1
Year 10									
Level 1 or above	97.9 ± 1.2	95.5 ± 2.0	94.0 ± 2.7	94.7 ± 2.7	92.7 ± 3.6	95.0 ± 2.8	96.5 ± 2.5	95.7 ± 3.9	95.7 ± 0.9
Level 2 or above	86.6 ± 2.3	79.3 ± 5.3	73.9 ± 5.8	78.7 ± 4.6	74.1 ± 5.5	78.9 ± 5.6	84.8 ± 5.4	78.8 ± 9.0	80.4 ± 1.9
Level 3 or above	47.5 ± 4.9	39.6 ± 7.4	29.7 ± 5.5	36.3 ± 6.1	29.2 ± 4.8	37.1 ± 4.7	48.0 ± 7.6	35.9 ± 14.6	39.3 ± 2.8
Level 4 or above	7.0 ± 2.4	5.1 ± 2.4	2.3 ± 1.2	3.8 ± 2.1	1.4 ± 1.0	4.0 ± 2.1	8.0 ± 3.4	5.0 ± 4.4	4.8 ± 1.1
Level 5 or above	0.3 ± 0.3	0.1 ± 0.0	–	0.1 ± 0.1	0.0 ± 0.1	0.1 ± 0.0	0.3 ± 0.5	0.2 ± 0.1	0.1 ± 0.1
2007									
Year 6									
Level 2 or above	64.2 ± 6.3	58.6 ± 5.5	41.2 ± 5.9	39.6 ± 4.3	43.4 ± 6.8	52.5 ± 6.9	59.9 ± 8.7	27.7 ± 6.6	53.4 ± 2.8
Below level 1	6.5 ± 2.4	7.9 ± 2.5	17.0 ± 3.8	18.0 ± 3.4	14.4 ± 3.9	15.2 ± 4.4	8.6 ± 4.3	42.5 ± 8.3	11.3 ± 1.3
Level 1	29.2 ± 6.1	33.4 ± 5.1	41.9 ± 5.5	42.4 ± 4.7	42.3 ± 5.6	32.4 ± 5.5	31.6 ± 7.1	29.8 ± 5.6	35.2 ± 2.4
Level 2	50.4 ± 5.4	48.2 ± 5.4	34.8 ± 4.7	35.3 ± 3.8	36.1 ± 5.9	40.8 ± 6.0	45.1 ± 6.0	22.9 ± 5.8	43.5 ± 2.6
Level 3	13.3 ± 3.0	10.3 ± 2.5	6.2 ± 2.5	4.3 ± 1.9	7.1 ± 3.1	11.3 ± 4.5	14.3 ± 5.7	4.7 ± 2.2	9.7 ± 1.1
Level 4 or above	0.5 ± 0.6	0.1 ± 0.3	0.1 ± 0.3	0.1 ± 0.2	0.2 ± 0.4	0.4 ± 0.8	0.5 ± 0.8	0.1 ± 0.2	0.3 ± 0.2
Year 10									
Level 3 or above	52.2 ± 5.1	39.6 ± 4.8	30.4 ± 5.0	33.4 ± 6.9	42.9 ± 7.8	37.8 ± 5.8	50.1 ± 7.5	32.5 ± 10.9	41.5 ± 2.6
Below level 1	3.0 ± 2.9	4.4 ± 3.3	3.1 ± 2.1	5.8 ± 4.1	3.4 ± 2.3	6.2 ± 3.2	4.3 ± 3.1	8.8 ± 5.8	3.8 ± 1.4
Level 1	12.3 ± 3.9	16.7 ± 4.8	19.3 ± 4.4	19.1 ± 4.8	13.5 ± 5.3	20.0 ± 4.3	15.6 ± 4.2	11.1 ± 10.6	15.8 ± 2.2

TABLE 4A.92

Table 4A.92 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program (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>
Level 2	32.4 ± 5.6	39.3 ± 4.6	47.3 ± 6.0	41.7 ± 5.5	40.1 ± 5.1	36.0 ± 5.6	34.5 ± 6.1	43.1 ± 8.8	38.9 ± 2.8
Level 3	39.7 ± 3.5	34.5 ± 4.1	27.6 ± 4.8	29.8 ± 6.3	37.1 ± 6.4	31.6 ± 5.0	39.5 ± 6.7	28.8 ± 9.3	34.4 ± 2.1
Level 4	12.1 ± 3.6	5 ± 1.7	2.8 ± 1.6	3.6 ± 1.7	5.7 ± 2.8	5.9 ± 3.2	10.5 ± 3.0	3.7 ± 3.4	6.9 ± 1.4
Level 5	0.4 ± 0.5	0.2 ± 0.4	–	–	0.1 ± 0.5	0.3 ± 0.5	0.0 ± 0.4	0.2 ± 0.2	0.2 ± 0.2
2010									
Year 6									
Level 2 or above	57 ± 4.5	56 ± 5.9	41 ± 5.9	51 ± 5.8	48 ± 5.5	54 ± 4.7	64 ± 5.5	32 ± 6.2	52 ± 2.4
Below level 1	10 ± 2.5	10 ± 3.3	19 ± 4.6	16 ± 3.2	14 ± 3.9	14 ± 3.6	7 ± 3.0	36 ± 6.8	13 ± 1.7
Level 1	33 ± 4.1	34 ± 5.1	40 ± 3.9	33 ± 5.0	38 ± 5.7	33 ± 3.8	29 ± 4.0	32 ± 5.5	35 ± 1.9
Level 2	39 ± 3.6	40 ± 5.0	34 ± 5.1	37 ± 4.4	37 ± 4.1	38 ± 3.8	42 ± 4.7	27 ± 5.5	38 ± 2.3
Level 3	16 ± 3.2	14 ± 3.4	8 ± 3.1	13 ± 4.0	10 ± 3.0	14 ± 3.4	19 ± 5.6	5 ± 3.2	13 ± 1.4
Level 4 or above	2 ± 1.2	2 ± 1.3	0 ± 0.7	1 ± 0.6	1 ± 0.9	2 ± 1.3	2 ± 1.2	0 ± 0.6	1 ± 0.6
Year 10									
Level 3 or above	61 ± 8.1	47 ± 6.7	40 ± 7.8	44 ± 7.4	35 ± 5.3	39 ± 5.2	50 ± 8.7	35 ± 7.5	49 ± 3.7
Below level 1	3 ± 2.0	4 ± 2.4	9 ± 4.5	6 ± 1.9	4 ± 2.1	4 ± 2.4	4 ± 2.2	9 ± 5.1	5 ± 1.3
Level 1	10 ± 3.5	14 ± 4.7	19 ± 4.8	15 ± 4.0	19 ± 3.8	19 ± 4.8	13 ± 5.0	20 ± 8.7	14 ± 2.0
Level 2	26 ± 5.0	36 ± 4.4	32 ± 4.8	36 ± 5.8	41 ± 4.5	37 ± 5.3	34 ± 7.0	36 ± 7.3	32 ± 2.2
Level 3	40 ± 5.1	38 ± 5.5	32 ± 6.2	32 ± 4.6	29 ± 3.5	32 ± 5.0	38 ± 7.1	26 ± 7.6	36 ± 2.5
Level 4	20 ± 5.1	8 ± 2.4	8 ± 2.8	11 ± 4.2	6 ± 3.0	7 ± 2.3	11 ± 4.3	8 ± 3.1	12 ± 1.9
Level 5	1 ± 0.9	0 ± 0.7	0 ± 0.5	1 ± 0.9	0 ± 0.7	0 ± 0.4	0 ± 0.7	–	1 ± 0.4

(a) National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.

TABLE 4A.92

Table 4A.92 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program (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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(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

– Nil or rounded to zero.

Source: MCEETYA (2006), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2004*, Melbourne; MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney.

TABLE 4A.93

Table 4A.93 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by geolocation, Australia (per cent) (a), (b), (c), (d)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (e)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
2007							
Year 6							
Metropolitan	9.5 ± 1.5	33.9 ± 2.8	45.4 ± 3.0	10.8 ± 0.3	0.3 ± 0.3	..	56.6 ± 3.3
Provincial	13.8 ± 3.2	38.3 ± 4.4	40.4 ± 5.7	7.4 ± 2.3	0.1 ± 0.3	..	47.9 ± 5.9
Remote	33.0 ± 11.4	38.7 ± 11.7	26.2 ± 10.7	2.1 ± 2.3	0.0 ± 0.1	..	28.3 ± 11.6
All locations	11.3 ± 1.3	35.2 ± 2.4	43.5 ± 2.6	9.7 ± 1.1	0.3 ± 0.2	..	53.4 ± 2.8
Year 10							
Metropolitan	3.3 ± 1.6	14.5 ± 2.6	38.9 ± 3.6	35.3 ± 2.3	7.8 ± 1.8	0.2 ± 0.2	43.3 ± 3.2
Provincial	5.1 ± 2.5	19.0 ± 4.5	38.9 ± 4.9	32.34 ± 5.8	4.6 ± 2.2	0.1 ± 0.2	37.0 ± 7.1
Remote	12.6 ± 19.1	26.7 ± 27.5	37.2 ± 16.4	21.9 ± 11.4	1.6 ± 3.8	–	23.5 ± 12.1
All locations	3.8 ± 1.4	15.8 ± 2.2	38.9 ± 2.8	34.4 ± 2.1	6.9 ± 1.4	0.2 ± 0.2	41.5 ± 2.6
2010							
Year 6							
Metropolitan	11 ± 1.7	34 ± 2.2	39 ± 2.7	14 ± 1.8	1 ± 0.7	..	55 ± 2.8
Provincial	17 ± 4.0	36 ± 3.7	35 ± 3.9	10 ± 3.0	1 ± 1.2	..	46 ± 5.0
Remote	35 ± 10.0	37 ± 10.3	24 ± 6.5	4 ± 2.9	0 ± 0.4	..	28 ± 7.6
All locations	13 ± 1.7	35 ± 1.9	38 ± 2.3	13 ± 1.4	1 ± 0.6	..	52 ± 2.4
Year 10							
Metropolitan	4 ± 0.7	12 ± 1.0	31 ± 1.4	38 ± 1.4	14 ± 1.2	1 ± 0.3	53 ± 4.0
Provincial	6 ± 1.6	19 ± 2.6	36 ± 2.0	30 ± 2.8	8 ± 1.9	0 ± 0.2	38 ± 8.4
Remote	11 ± 5.2	17 ± 5.0	44 ± 5.4	24 ± 6.3	4 ± 4.1	na	28 ± 12.5
All locations	5 ± 1.3	14 ± 2.0	32 ± 2.2	36 ± 2.5	12 ± 1.9	1 ± 0.4	49 ± 3.7

TABLE 4A.93

Table 4A.93 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by geolocation, Australia (per cent) (a), (b), (c), (d)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (e)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
(a)	National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.						
(b)	The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.						
(c)	Geolocation data are based on the MCEECDYA Schools Geographic Location Classification and represent school location.						
(d)	Data for 2004 were included in the 2011 Report.						
(e)	For year 6 includes achievement above level 4.						
	.. Not applicable. na not available. – Nil or rounded to zero.						

Source: MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney.

TABLE 4A.94

Table 4A.94 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
2007							
Year 6							
Male students	13.7 ± 1.9	36.4 ± 2.6	40.9 ± 3.1	8.7 ± 1.6	0.3 ± 0.3	..	49.9 ± 3.3
Female students	8.8 ± 1.6	34.0 ± 3.1	46.3 ± 3.1	10.7 ± 1.6	0.3 ± 0.3	..	57.2 ± 3.4
Indigenous students	37.0 ± 11.9	36.8 ± 11.1	23.4 ± 11.1	2.8 ± 4.5	–	..	26.2 ± 13.6
Non-Indigenous students	10.5 ± 1.4	35.8 ± 2.7	44.0 ± 2.7	9.4 ± 1.4	0.3 ± 0.2	..	53.7 ± 3.1
LBOTE students	13.7 ± 4.8	37.5 ± 6.1	40.2 ± 7.1	8.5 ± 3.6	0.1 ± 0.3	..	48.9 ± 7.8
All students	11.3 ± 1.3	35.2 ± 2.4	43.5 ± 2.6	9.7 ± 1.1	0.3 ± 0.2	..	53.4 ± 2.8
Year 10							
Male students	4.9 ± 1.8	18.5 ± 2.8	38.8 ± 3.1	32.2 ± 3.0	5.4 ± 1.7	0.2 ± 0.4	37.9 ± 3.7
Female students	2.7 ± 1.3	13.2 ± 2.5	39.0 ± 3.7	36.6 ± 2.9	8.3 ± 2.1	0.2 ± 0.3	45.1 ± 3.4
Indigenous students	14.1 ± 8.0	33.3 ± 10.6	34.1 ± 9.7	16.0 ± 8.8	2.5 ± 3.7	–	18.5 ± 8.1
Non-Indigenous students	3.3 ± 1.3	15.2 ± 2.1	39.1 ± 2.8	35.1 ± 2.1	7.0 ± 1.4	0.2 ± 0.2	42.3 ± 2.6
LBOTE students	6.3 ± 3.6	17.3 ± 4.3	37.0 ± 5.1	32.6 ± 4.4	6.5 ± 2.6	0.3 ± 0.6	39.4 ± 5.6
All students	3.8 ± 1.4	15.8 ± 2.2	38.9 ± 2.8	34.4 ± 2.1	6.9 ± 1.4	0.2 ± 0.2	41.5 ± 2.6
2010							
Year 6							
Male students	15 ± 2.2	36 ± 2.9	36 ± 3.4	12 ± 2.1	1 ± 0.7	..	49 ± 3.4
Female students	11 ± 1.9	34 ± 2.5	39 ± 2.5	14 ± 2.0	2 ± 0.8	..	55 ± 3.1
Indigenous students	48 ± 11.2	36 ± 11.8	14 ± 6.9	2 ± 2.7	0 ± 0.1	..	16 ± 7.8
Non-Indigenous students	12 ± 1.7	35 ± 2.0	39 ± 2.4	13 ± 1.5	1 ± 0.6	..	54 ± 2.6
All students	13 ± 1.7	35 ± 1.9	38 ± 2.3	13 ± 1.4	1 ± 0.6	..	52 ± 2.4
Year 10							

TABLE 4A.94

Table 4A.94 **Proportion of years 6 and 10 students achieving at or above the proficient standard in civics and citizenship performance in the National Assessment Program, by equity group, Australia (per cent) (a), (b), (c)**

	<i>Below level 1</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4 (d)</i>	<i>Level 5</i>	<i>At or above proficient standard (a)</i>
Male students	6 ± 1.9	16 ± 2.4	34 ± 2.9	33 ± 3.0	10 ± 2.4	1 ± 0.7	44 ± 4.5
Female students	4 ± 1.2	13 ± 2.5	30 ± 3.3	39 ± 3.2	14 ± 3.1	1 ± 0.5	53 ± 4.7
Indigenous students	19 ± 8.1	26 ± 9.3	38 ± 10.3	15 ± 7.5	2 ± 3.0	na	17 ± 7.7
Non-Indigenous students	4 ± 1.3	14 ± 2.0	32 ± 2.3	37 ± 2.5	12 ± 2.0	1 ± 0.4	50 ± 3.8
All students	5 ± 1.3	14 ± 2.0	32 ± 2.2	36 ± 2.5	12 ± 1.9	1 ± 0.4	49 ± 3.7

LBOTE = Language Background Other Than English.

- (a) National minimum standards such as those set for literacy and numeracy have not been set for civics and citizenship performance. The standard for civics and citizenship performance is set at proficiency level 2 for year 6 and level 3 for year 10 (of levels 1 to 5 or above), a reasonably challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Data for 2004 were included in the 2011 Report.
- (d) For year 6 includes achievement above level 4.
- .. Not applicable. – Nil or rounded to zero. **na** not available.

Source: MCEETYA (2009), *National Assessment Program Civics and Citizenship Years 6 and 10 Report 2007*, Melbourne; ACARA (2011) *2010 National Assessment Program - Civics and citizenship Year 6 and 10 Report 2010*, Sydney.

TABLE 4A.95

Table 4A.95 Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance in the National Assessment Program (per cent) (a), (b)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2005									
Year 6									
Level 1	11 ± 3.3	9 ± 3.8	19 ± 4.8	17 ± 4.7	10 ± 3.6	10 ± 5.1	9 ± 4.9	24 ± 12.2	13 ± 1.5
Level 2	39 ± 5.2	34 ± 4.7	43 ± 4.7	43 ± 4.9	38 ± 5.7	41 ± 7.7	33 ± 11.4	40 ± 11.5	39 ± 2.3
Level 3	42 ± 6.0	47 ± 4.5	34 ± 4.8	35 ± 5.3	43 ± 4.0	40 ± 8.4	46 ± 9.9	33 ± 9.0	41 ± 2.7
Level 4 and above	9 ± 3.6	10 ± 3.4	4 ± 1.7	5 ± 2.0	9 ± 3.7	8 ± 4.6	13 ± 7.0	3 ± 2.6	8 ± 1.5
<i>At or above the proficient standard</i>	<i>51 ± 6.6</i>	<i>58 ± 6.3</i>	<i>38 ± 5.3</i>	<i>40 ± 5.4</i>	<i>52 ± 5.0</i>	<i>49 ± 9.0</i>	<i>58 ± 12.5</i>	<i>36 ± 10.0</i>	<i>49 ± 3.0</i>
Year 10									
Level 2 and below	7 ± 2.5	6 ± 1.9	6 ± 2.8	9 ± 4.2	6 ± 2.4	9 ± 4.2	4 ± 3.1	14 ± 11.3	7 ± 1.2
Level 3	32 ± 7.5	28 ± 4.5	35 ± 6.9	35 ± 4.7	33 ± 4.1	35 ± 7.0	31 ± 12.5	37 ± 8.1	32 ± 2.9
Level 4	49 ± 6.4	49 ± 5.0	49 ± 8.1	48 ± 5.6	49 ± 5.3	47 ± 5.3	48 ± 7.4	41 ± 13.6	49 ± 2.7
Level 5 and above	12 ± 3.3	17 ± 4.1	11 ± 3.1	8 ± 3.0	12 ± 3.6	9 ± 3.9	18 ± 8.7	8 ± 5.9	12 ± 1.5
<i>At or above the proficient standard</i>	<i>61 ± 7.6</i>	<i>67 ± 4.8</i>	<i>60 ± 7.4</i>	<i>56 ± 6.1</i>	<i>61 ± 5.4</i>	<i>56 ± 6.4</i>	<i>66 ± 11.4</i>	<i>49 ± 13.2</i>	<i>61 ± 3.1</i>
2008 (c)									
Year 6									
Level 1	14 ± 3.9	7 ± 2.7	19 ± 3.9	16 ± 3.5	10 ± 2.7	15 ± 4.6	5 ± 2.9	25 ± 14.2	13 ± 1.7
Level 2	32 ± 4.0	27 ± 5.4	33 ± 3.7	33 ± 4.2	26 ± 4.2	34 ± 5.2	20 ± 5.9	33 ± 9.2	30 ± 2.1
Level 3	40 ± 5.2	40 ± 4.5	38 ± 5.0	38 ± 3.7	44 ± 4.5	39 ± 6.5	45 ± 7.3	32 ± 8.0	41 ± 2.3
Level 4 and above	15 ± 3.1	22 ± 5.0	10 ± 2.4	13 ± 3.6	21 ± 4.1	13 ± 3.7	30 ± 5.5	10 ± 4.6	16 ± 1.7
<i>At or above the proficient standard</i>	<i>55 ± 5.7</i>	<i>66 ± 6.5</i>	<i>48 ± 5.3</i>	<i>51 ± 4.1</i>	<i>64 ± 5.3</i>	<i>52 ± 7.0</i>	<i>75 ± 6.6</i>	<i>42 ± 10.6</i>	<i>57 ± 2.8</i>
Year 10									
Level 2 and below	8 ± 3.2	8 ± 4.1	10 ± 3.5	7 ± 2.7	7 ± 2.7	12 ± 3.6	5 ± 3.8	30 ± 16.3	9 ± 1.7

TABLE 4A.95

Table 4A.95 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance in the National Assessment Program (per cent) (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Level 3	25 ± 4.1	22 ± 4.2	28 ± 5.2	28 ± 5.0	28 ± 3.9	30 ± 6.1	18 ± 5.0	25 ± 8.1	26 ± 2.2
Level 4	46 ± 4.4	47 ± 5.6	47 ± 6.2	49 ± 5.2	47 ± 4.8	44 ± 6.9	45 ± 9.6	35 ± 13.3	47 ± 3.0
Level 5 and above	21 ± 4.7	23 ± 4.7	15 ± 4.3	17 ± 3.7	18 ± 3.6	14 ± 4.4	32 ± 9.4	11 ± 6.7	19 ± 2.4
<i>At or above the proficient standard</i>	<i>67 ± 5.4</i>	<i>70 ± 6.7</i>	<i>62 ± 6.2</i>	<i>65 ± 5.9</i>	<i>65 ± 4.9</i>	<i>58 ± 7.4</i>	<i>77 ± 6.1</i>	<i>46 ± 13.4</i>	<i>66 ± 3.0</i>
2011									
Year 6									
Level 1	10 ± 3.4	8 ± 2.3	16 ± 3.9	14 ± 4.0	10 ± 3.4	16 ± 3.6	7 ± 3.9	29 ± 10.6	11 ± 1.6
Level 2	24 ± 2.9	28 ± 4.0	29 ± 3.8	28 ± 4.4	28 ± 4.9	32 ± 4.3	19 ± 6.3	28 ± 8.5	27 ± 1.7
Level 3	42 ± 4.4	39 ± 3.6	39 ± 4.7	41 ± 4.5	41 ± 4.8	38 ± 4.8	44 ± 6.7	28 ± 10.5	40 ± 2.0
Level 4 and above	24 ± 4.0	25 ± 3.5	16 ± 4.3	18 ± 3.7	21 ± 3.4	13 ± 3.4	30 ± 7.7	14 ± 5.7	21 ± 1.9
<i>At or above the proficient standard</i>	<i>66 ± 4.1</i>	<i>64 ± 3.8</i>	<i>55 ± 4.8</i>	<i>59 ± 5.5</i>	<i>62 ± 4.9</i>	<i>51 ± 5.5</i>	<i>74 ± 8.3</i>	<i>42 ± 9.2</i>	<i>62 ± 2.0</i>
Year 10									
Level 2 and below	8 ± 2.7	9 ± 2.9	11 ± 2.9	12 ± 2.6	11 ± 3.3	12 ± 3.2	7 ± 3.6	24 ± 10.5	10 ± 1.3
Level 3	26 ± 4.3	23 ± 4.2	25 ± 4.0	28 ± 3.6	26 ± 4.3	34 ± 5.5	21 ± 5.1	27 ± 8.5	25 ± 1.8
Level 4	43 ± 4.9	44 ± 5.2	44 ± 4.2	42 ± 3.7	44 ± 5.0	41 ± 5.0	44 ± 8.1	38 ± 8.4	44 ± 2.4
Level 5 and above	22 ± 3.9	24 ± 4.4	19 ± 2.5	18 ± 3.5	20 ± 4.3	13 ± 4.3	28 ± 5.9	10 ± 4.8	21 ± 1.6
<i>At or above the proficient standard</i>	<i>66 ± 5.3</i>	<i>68 ± 4.9</i>	<i>63 ± 4.3</i>	<i>61 ± 4.0</i>	<i>63 ± 5.6</i>	<i>54 ± 7.1</i>	<i>72 ± 7.0</i>	<i>48 ± 8.8</i>	<i>65 ± 2.3</i>

(a) Minimum standards like the those set for literacy and numeracy have not been set for ICT performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6 or above). This is a challenging level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.

TABLE 4A.95

Table 4A.95 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance in the National Assessment Program (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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(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

(c) For 2008, percentages for Year 6 Level 1 in the ACT, and Year 10 level 2 and below in the ACT and level 5 and above in NT are based on a small number of cases and should be treated with extreme caution.

Source: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

TABLE 4A.96

Table 4A.96 **Proportion of years 6 and 10 students achieving at or above the proficient standard in information and communication technology literacy performance in the National Assessment Program, by student characteristics, Australia, 2005, 2008 and 2011 (per cent) (a), (b)**

	Year 6			Year 10		
	2005	2008	2011	2005	2008	2011
Male students	45 ± 4.9	52 ± 3.0	58 ± 2.7	60 ± 4.2	63 ± 3.9	62 ± 2.7
Female students	52 ± 4.1	62 ± 3.6	66 ± 2.5	63 ± 3.5	70 ± 3.2	67 ± 3.3
Indigenous students	30 ± 12.9	24 ± 6.1	31 ± 8.4	35 ± 11.5	32 ± 11.7	36 ± 11.5
Non-Indigenous students	50 ± 3.1	59 ± 2.8	64 ± 2.1	62 ± 3.1	68 ± 2.7	66 ± 2.3
LBOTE students	48.8 ± 6.2	58.9 ± 6.0	66 ± 4.8	58.6 ± 5.6	64.0 ± 5.9	63 ± 5.1
Geographic location:						
Metropolitan	52 ± 3.8	61 ± 3.3	66 ± 2.3	63 ± 4.1	69 ± 3.3	67 ± 2.5
Provincial	43 ± 5.5	48 ± 5.7	51 ± 3.2	59 ± 5.7	62 ± 5.6	58 ± 4.9
Remote	33 ± 18.9	38 ± 12.7	45 ± 20.9	46 ± 9.7	45 ± 10.6	47 ± 15.7
Parental occupation:						
Senior managers and professionals	68.0 ± 6.1	71.7 ± 3.6	79 ± 3.7	75.4 ± 5.4	78.5 ± 3.6	78 ± 3.2
Other managers, associate professionals	58.9 ± 4.8	66.2 ± 4.9	68 ± 3.8	65.7 ± 4.0	70.7 ± 4.0	69 ± 4.2
Skilled trades, clerical and sales	46.1 ± 4.5	54.0 ± 3.7	59 ± 4.2	75.1 ± 5.8	62.6 ± 4.6	63 ± 4.5
Unskilled manual, office and sales	32.1 ± 5.7	41.0 ± 4.7	43 ± 6.6	48.8 ± 7.0	52.1 ± 6.0	57 ± 7.4
All students	49 ± 3.0	57 ± 2.8	62 ± 2.0	61 ± 3.1	66 ± 3.0	65 ± 2.3

LBOTE = Language Background Other Than English.

- (a) National minimum such as those set in literacy and numeracy have not been set for ICT literacy performance. The standard for ICT performance is set at the boundary of proficiency levels 2 and 3 for year 6 students and at the boundary of proficiency levels 3 and 4 for year 10 students (of levels 1 to 6). This is a challenging but reasonable level of performance, with students needing to demonstrate more than minimal or elementary skills expected at that year level to be regarded as reaching it. Data represent the proportion of students at or above each proficiency level and the proficient standard.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACARA (2012), *National Assessment Program ICT Literacy Years 6 and 10 Report 2011*, Sydney.

TABLE 4A.97

Table 4A.97 **Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments (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>
2000									
All students	73.5 ± 5.0	63.9 ± 5.5	65.8 ± 6.2	70.6 ± 6.8	72.1 ± 5.4	65.7 ± 7.6	77.9 ± 4.1	56.3 ± 5.8	69.0 ± 2.4
2003									
All students	71.6 ± 3.0	66.8 ± 4.1	65.4 ± 7.0	77.2 ± 3.4	73.7 ± 3.7	63.3 ± 5.7	78.5 ± 3.7	58.0 ± 7.2	69.9 ± 1.9
2006									
All students	66.8 ± 3.5	63.0 ± 3.9	64.4 ± 2.9	70.7 ± 5.5	66.1 ± 4.1	58.8 ± 4.5	74.6 ± 4.1	48.4 ± 4.1	65.6 ± 1.8
2009									
All students	65.5 ± 3.9	65.3 ± 4.5	66.5 ± 5.1	67.8 ± 5.4	62.8 ± 4.0	51.9 ± 5.1	70.2 ± 4.5	52.8 ± 4.6	65.3 ± 1.8
2012									
All students	63.6 ± 2.6	67.5 ± 2.9	62.0 ± 2.8	66.9 ± 2.9	60.5 ± 3.7	52.8 ± 4.2	71.6 ± 3.4	51.6 ± 6.5	64.2 ± 1.3

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Source: ACER (unpublished).

TABLE 4A.98

Table 4A.98 **Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) (a), (b), (c)**

	<i>Aust</i>
2000	
All students	69.0 ± 2.4
Male students	63.2 ± 3.3
Female students	75.8 ± 2.9
Students from low socioeconomic families (d)	54.3 ± 3.5
Indigenous students	38.0 ± 6.7
Non-Indigenous students (e)	69.9 ± 2.5
Geographically remote students (f)	47.9 ± 17.2
2003	
All students	69.9 ± 1.9
Male students	62.3 ± 2.5
Female students	77.8 ± 2.2
Students from low socioeconomic families (d)	56.2 ± 2.7
Indigenous students	38.1 ± 7.6
Non-Indigenous students (e)	70.6 ± 1.8
Geographically remote students (f)	53.5 ± 9.0
2006	
All students	65.6 ± 1.8
Male students	58.0 ± 2.4
Female students	73.5 ± 2.0
Students from low socioeconomic families (d)	47.8 ± 2.2
Indigenous students	33.5 ± 4.9
Non-Indigenous students (e)	66.5 ± 1.8
Geographically remote students (f)	48.9 ± 15.7
2009	
All students	65.3 ± 1.8
Male students	57.8 ± 2.3
Female students	72.5 ± 2.2
Students from low socioeconomic families (d)	46.9 ± 2.5
Indigenous students	34.7 ± 5.4
<i>Level 5 and Level 6</i>	2.4 ± 1.2
<i>Level 1 and below</i>	38.8 ± 5.2
Non-Indigenous students (e)	66.3 ± 1.7
<i>Level 5 and Level 6</i>	13.1 ± 1.6
<i>Level 1 and below</i>	13.4 ± 1.1
Geographically remote students (f)	48.6 ± 8.7
2012	
All students	64.2 ± 1.3
Male students	57.4 ± 1.8

Table 4A.98 Proportion of 15 year old students achieving level 3 or above in the overall reading literacy scale in PISA assessments, by equity group, (per cent) (a), (b), (c)

	<i>Aust</i>
Female students	71.4 ± 1.7
Students from low socioeconomic families (d)	46.4 ± 2.5
Indigenous students	30.6 ± 3.3
Non-Indigenous students (e)	65.4 ± 1.3
Geographically remote students (f)	43.1 ± 12.1

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

TABLE 4A.99

Table 4A.99 Proportion of 15 year old secondary students achieving at or above level 3 of the overall reading literacy scale in PISA assessments, Australia, by SES (per cent) (a), (b), (c)

	2006	2009	2012
Socio-economic status (ESCS) (d)			
Highest quartile	81.9 ± 2.2	82.9 ± 1.7	81.6 ± 1.7
Third quartile	72.4 ± 2.4	72.8 ± 2.4	72.4 ± 2.1
Second quartile	62.9 ± 2.4	62.1 ± 2.6	60.2 ± 2.4
Lowest quartile	47.8 ± 2.2	46.9 ± 2.5	46.4 ± 2.5
Socio-economic status (HISEI) (d)			
Highest quartile	81.0 ± 2.4	80.8 ± 1.7	79.3 ± 1.8
Third quartile	71.2 ± 2.6	73.4 ± 2.3	69.9 ± 2.2
Second quartile	65.0 ± 2.6	63.4 ± 2.4	65.9 ± 2.0
Lowest quartile	50.7 ± 2.6	51.9 ± 2.6	49.2 ± 2.8
All students	65.6 ± 1.8	65.3 ± 1.8	64.2 ± 1.3

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) For PISA 2000, PISA 2003 and PISA 2006, the PISA overall reading literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b.' Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Source: ACER (unpublished).

TABLE 4A.100

Table 4A.100 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall reading literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d), (e)**

		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Proportions at achievement levels										
Level 6	%	2.3 ± 0.8	2.0 ± 0.9	2.0 ± 0.8	1.9 ± 1.0	0.7 ± 0.6	0.6 ± 0.7	2.1 ± 1.5	0.3 ± 0.7	1.9 ± 0.4
Level 5	%	11.1 ± 1.9	9.3 ± 1.8	9.0 ± 1.8	10.8 ± 1.9	7.4 ± 1.7	6.1 ± 2.3	13.1 ± 3.5	6.2 ± 4.3	9.8 ± 0.9
Level 4	%	23.2 ± 2.0	24.4 ± 2.2	22.2 ± 2.9	25.1 ± 2.5	21.8 ± 3.7	18.8 ± 3.8	27.8 ± 5.2	19.5 ± 6.1	23.3 ± 1.0
Level 3	%	27.0 ± 1.9	31.8 ± 2.5	28.9 ± 2.5	29.1 ± 2.5	30.6 ± 3.3	27.2 ± 4.1	28.6 ± 3.5	25.6 ± 6.3	29.1 ± 1.0
Level 2	%	21.6 ± 1.9	20.4 ± 2.4	23.0 ± 2.3	20.8 ± 2.2	23.8 ± 3.1	26.3 ± 3.6	15.7 ± 3.8	19.9 ± 6.1	21.6 ± 0.9
Level 1a	%	10.2 ± 1.5	9.2 ± 1.9	11.1 ± 1.6	9.3 ± 1.8	11.4 ± 3.1	13.9 ± 2.7	7.4 ± 2.2	13.8 ± 5.9	10.2 ± 0.8
Level 1b	%	3.6 ± 0.9	2.4 ± 0.8	3.1 ± 1.0	2.4 ± 1.0	3.4 ± 1.3	5.0 ± 1.8	3.8 ± 1.7	7.3 ± 2.9	3.1 ± 0.4
Below level 1b	%	1.1 ± 0.5	0.5 ± 0.3	0.8 ± 0.4	0.6 ± 0.4	0.9 ± 0.6	2.0 ± 1.1	1.5 ± 1.1	7.4 ± 3.2	0.9 ± 0.2
At or above level 3	%	63.6 ± 2.6	67.5 ± 2.9	62.0 ± 2.8	66.9 ± 2.9	60.5 ± 3.7	52.8 ± 4.2	71.6 ± 3.4	51.6 ± 6.5	64.2 ± 1.3
Levels 5 and 6	%	13.4 ± 2.3	11.3 ± 2.3	11.0 ± 2.2	12.7 ± 2.2	8.1 ± 1.9	6.7 ± 2.3	15.2 ± 3.2	6.5 ± 4.5	11.7 ± 1.0
Level 1 and below	%	14.8 ± 1.7	12.1 ± 1.8	15.0 ± 2.1	12.3 ± 2.0	15.7 ± 3.1	21.0 ± 3.2	12.7 ± 2.8	28.5 ± 5.7	14.2 ± 0.9
Mean score	no.	512.7 ± 6.5	517.0 ± 6.9	508.0 ± 6.7	519.1 ± 6.1	500.3 ± 7.8	484.5 ± 7.1	525.2 ± 7.1	465.7 ± 16.3	511.8 ± 3.1
Statistical difference of mean score performance										
Performance of:		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Compared to:	NSW	..	●	●	●	↓	↓	↑	↓	..
	Vic	●	..	●	●	↓	↓	●	↓	..
	Qld	●	●	..	↑	●	↓	↑	↓	..
	WA	●	●	↓	..	↓	↓	●	↓	..
	SA	↑	↑	●	↑	..	↓	↑	↓	..
	Tas	↑	↑	↑	↑	↑	..	↑	↓	..
	ACT	↓	●	↓	●	↓	↓	..	↓	..
	NT	↑	↑	↑	↑	↑	↑	↑

TABLE 4A.100

Table 4A.100 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall reading literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d), (e)**

	<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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↑ = Average achievement significantly higher, statistically • = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Reading literacy was the major domain tested in the PISA 2000 survey and subsequent PISA surveys for reading literacy may be compared with the 2000 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2000: 2.3 per cent; PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it.
- (d) From PISA 2009, the reading literacy proficiency scale has been expanded from the five levels identified in 2000, 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 has been re-labelled as Level 1a. A new level (Level 1b) has been introduced to describe the skills of those students who previously were described as not having achieved Level 1. Students whose proficiency level is below level 1b are also recorded. Detailed descriptions of the proficiency levels for the PISA domains are available in <http://www.acer.edu.au/documents/PISA-2009-In-Brief.pdf>
- (e) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER (unpublished).

TABLE 4A.101

Table 4A.101 **Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments (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>
2003									
All students	66.7 ± 3.1	62.6 ± 4.3	65.8 ± 5.3	75.8 ± 3.5	72.7 ± 4.9	61.1 ± 8.2	76.0 ± 3.5	57.3 ± 5.5	67.1 ± 1.8
2006									
All students	67.0 ± 3.5	64.2 ± 3.9	66.6 ± 3.7	71.5 ± 5.9	67.1 ± 4.5	58.3 ± 4.5	74.3 ± 4.9	51.5 ± 4.3	66.5 ± 1.8
2009									
All students	63.0 ± 3.5	63.2 ± 4.7	65.1 ± 5.5	69.2 ± 5.9	62.6 ± 4.5	52.4 ± 5.1	69.1 ± 4.9	54.3 ± 4.9	63.9 ± 2.0
2012									
All students	59.4 ± 2.8	57.9 ± 3.2	58.4 ± 3.1	62.9 ± 3.4	52.8 ± 3.4	48.1 ± 3.4	64.7 ± 3.7	41.3 ± 10.7	58.4 ± 1.5

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.

Source: ACER (unpublished).

TABLE 4A.102

Table 4A.102 **Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)**

	<i>Aust</i>
2003	
All students	67.1 ± 1.8
Male students	67.3 ± 2.4
Female students	66.8 ± 2.5
Students from low socioeconomic families (d)	47.2 ± 3.7
Indigenous students	30.1 ± 6.3
Non-Indigenous students (e)	67.9 ± 1.8
Geographically remote students (f)	51.5 ± 12.7
2006	
All students	66.5 ± 1.8
Male students	68.6 ± 2.4
Female students	64.3 ± 2.2
Students from low socioeconomic families (d)	50.2 ± 2.4
Indigenous students	32.4 ± 5.1
Non-Indigenous students (e)	67.5 ± 1.8
Geographically remote students (f)	44.0 ± 11.4
2009	
All students	63.9 ± 1.9
Male students	65.5 ± 2.4
Female students	62.3 ± 2.4
Students from low socioeconomic families (d)	44.7 ± 2.5
Indigenous students	34.5 ± 5.1
<i>Level 5 and Level 6</i>	3.2 ± 1.5
<i>Level 1 and below</i>	40.4 ± 5.0
Non-Indigenous students (e)	64.8 ± 1.9
<i>Level 5 and Level 6</i>	16.9 ± 1.8
<i>Level 1 and below</i>	15.1 ± 1.3
Geographically remote students (f)	42.7 ± 14.7
2012	
All students	58.4 ± 1.5
Male students	60.2 ± 2.1
Female students	56.5 ± 2.0
Students from low socioeconomic families (d)	61.3 ± 1.7
Indigenous students	23.2 ± 3.1
Non-Indigenous students (e)	59.7 ± 1.5
Geographically remote students (f)	37.5 ± 14.1

Table 4A.102 Proportion of 15 year old students achieving level 3 or above in the overall mathematical literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

Aust

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent \pm 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

TABLE 4A.103

Table 4A.103 **Proportion of 15 year old secondary students achieving at or above level 3 of the overall mathematical literacy scale in PISA assessments, Australia, by SES (per cent) (a), (b), (c)**

	2006	2009	2012
Socio-economic status (ESCS) (d)			
Highest quartile	83.0 ± 2.2	83.2 ± 1.9	77.5 ± 2.2
Third quartile	72.6 ± 2.2	70.8 ± 2.5	66.2 ± 2.5
Second quartile	62.8 ± 2.8	60.0 ± 2.6	53.6 ± 2.2
Lowest quartile	50.2 ± 2.4	44.7 ± 2.5	61.3 ± 1.7
Socio-economic status (HISEI) (d)			
Highest quartile	81.8 ± 2.4	80.5 ± 2.0	74.4 ± 2.1
Third quartile	71.5 ± 2.2	70.8 ± 2.7	64.3 ± 2.3
Second quartile	65.8 ± 2.6	61.7 ± 2.7	58.8 ± 2.6
Lowest quartile	52.2 ± 2.6	50.8 ± 3.0	43.2 ± 2.5
All students	66.5 ± 1.8	63.9 ± 1.9	58.4 ± 1.5

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Source: ACER (unpublished).

TABLE 4A.104

Table 4A.104 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall mathematical literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d)**

		<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>
Proportions at achievement levels										
Level 6	%	6.1 ± 1.8	3.2 ± 1.4	3.7 ± 1.1	4.6 ± 1.3	1.9 ± 0.8	2.0 ± 1.2	5.2 ± 2.0	1.5 ± 1.7	4.3 ± 0.7
Level 5	%	11.4 ± 1.6	8.9 ± 1.8	10.9 ± 2.1	12.8 ± 2.2	8.4 ± 1.9	7.1 ± 2.1	13.3 ± 3.2	5.0 ± 4.1	10.5 ± 0.8
Level 4	%	18.0 ± 1.7	19.6 ± 2.2	19.2 ± 2.1	22.6 ± 2.7	17.3 ± 2.8	14.6 ± 2.8	21.0 ± 3.3	11.0 ± 5.8	19.0 ± 1.0
Level 3	%	23.8 ± 2.2	26.1 ± 2.5	24.7 ± 2.8	22.8 ± 2.8	25.1 ± 2.8	24.4 ± 2.9	25.2 ± 3.4	23.7 ± 6.0	24.6 ± 1.3
Level 2	%	21.0 ± 2.4	22.8 ± 2.4	21.9 ± 2.5	21.0 ± 2.7	23.8 ± 3.1	25.3 ± 3.5	19.8 ± 3.4	22.8 ± 7.0	21.9 ± 1.5
Level 1	%	13.1 ± 1.8	13.7 ± 2.4	14.0 ± 1.6	11.7 ± 1.9	16.1 ± 2.3	16.4 ± 2.8	9.9 ± 2.6	17.8 ± 6.7	13.5 ± 1.1
Below level 1	%	6.5 ± 1.2	5.7 ± 1.6	5.7 ± 1.6	4.3 ± 1.3	7.2 ± 1.6	10.2 ± 2.0	5.6 ± 2.0	18.1 ± 4.5	6.1 ± 0.7
<i>At or above level 3</i>	%	59.4 ± 2.8	57.9 ± 3.2	58.4 ± 3.1	62.9 ± 3.4	52.8 ± 3.4	48.1 ± 3.4	64.7 ± 3.7	41.3 ± 10.7	58.4 ± 1.5
<i>Levels 5 and 6</i>	%	17.6 ± 2.8	12.2 ± 2.8	14.6 ± 2.1	17.4 ± 2.7	10.4 ± 2.1	9.1 ± 2.3	18.5 ± 3.2	6.6 ± 4.3	14.8 ± 1.3
<i>Level 1 and below</i>	%	19.6 ± 2.1	19.4 ± 2.4	19.7 ± 2.4	16.0 ± 2.3	23.4 ± 2.7	26.6 ± 3.2	15.5 ± 3.3	35.9 ± 8.3	19.7 ± 1.2
Mean score	no.	509.1 ± 7.1	500.8 ± 7.3	503.3 ± 5.7	516.3 ± 6.7	489.1 ± 6.5	477.8 ± 6.7	517.6 ± 7.1	451.7 ± 20.4	504.2 ± 3.1
Statistical difference of mean score performance										
Performance of:		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Compared to:	NSW	..	●	●	●	↓	↓	●	↓	..
	Vic	●	..	●	↑	↓	↓	↑	↓	..
	Qld	●	●	..	↑	↓	↓	↑	↓	..
	WA	●	↓	↓	..	↓	↓	●	↓	..
	SA	↑	↑	↑	↑	..	↓	↑	↓	..
	Tas	↑	↑	↑	↑	↑	..	↑	↓	..
	ACT	●	↓	↓	●	↓	↓	..	↓	..
	NT	↑	↑	↑	↑	↑	↑	↑

TABLE 4A.104

Table 4A.104 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall mathematical literacy scale (per cent), mean scores and statistical difference of mean score performance in PISA assessment, 2012 (a), (b), (c), (d)**

	<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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↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Mathematical literacy was the major domain tested in the PISA 2003 survey and subsequent PISA surveys for mathematical literacy may be compared with the 2003 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2003: 6.5 per cent; PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable level and below level 1 is the lowest level. For PISA 2003 and PISA 2006, the PISA overall mathematical literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.

.. Not applicable.

Source: ACER (unpublished).

TABLE 4A.105

Table 4A.105 **Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments (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>
2006									
All students	69.2 ± 3.1	62.5 ± 4.0	65.8 ± 3.1	72.9 ± 5.3	69.2 ± 3.9	59.1 ± 4.6	74.7 ± 3.9	53.4 ± 4.4	67.0 ± 1.7
2009									
All students	68.7 ± 3.5	65.3 ± 4.2	67.7 ± 4.7	71.4 ± 5.6	66.4 ± 4.2	56.6 ± 4.7	73.6 ± 3.9	56.9 ± 6.0	67.5 ± 1.7
2012									
All students	65.6 ± 2.5	64.1 ± 3.4	63.8 ± 2.6	70.2 ± 3.0	61.3 ± 3.2	57.2 ± 3.5	70.5 ± 3.6	55.1 ± 7.7	64.9 ± 1.4

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.

Source: ACER (unpublished).

TABLE 4A.106

Table 4A.106 **Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)**

	<i>Aust</i>
2006	
All students	67.0 ± 1.7
Male students	66.5 ± 2.4
Female students	67.5 ± 2.0
Students from low socioeconomic families (d)	50.8 ± 2.3
Indigenous students	34.3 ± 5.6
Non-Indigenous students (e)	67.9 ± 1.7
Geographically remote students (f)	47.8 ± 12.9
2009	
All students	67.5 ± 1.7
Male students	66.6 ± 2.2
Female students	68.3 ± 2.1
Students from low socioeconomic families (d)	49.4 ± 2.5
Indigenous students	37.8 ± 5.5
<i>Level 5 and Level 6</i>	2.9 ± 1.4
<i>Level 1 and below</i>	35.1 ± 5.3
Non-Indigenous students (e)	68.5 ± 1.7
<i>Level 5 and Level 6</i>	14.9 ± 1.7
<i>Level 1 and below</i>	11.8 ± 1.2
Geographically remote students (f)	48.6 ± 10.8
2012	
All students	64.9 ± 1.4
Male students	65.2 ± 1.8
Female students	64.5 ± 1.8
Students from low socioeconomic families (d)	47.3 ± 2.3
Indigenous students	33.0 ± 3.4
Non-Indigenous students (e)	66.0 ± 1.4
Geographically remote students (f)	48.1 ± 15.4

(a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.

(b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.

Table 4A.106 Proportion of 15 year old students achieving level 3 or above in the overall scientific literacy scale in PISA assessments, by equity group (per cent) (a), (b), (c)

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- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources. The measure in this table refers to the lowest ESCS quartile.
- (e) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (f) The MCEECDYA Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

Source: ACER (unpublished).

TABLE 4A.107

Table 4A.107 **Proportion of 15 year old secondary students achieving at or above level 3 of the overall scientific literacy scale in PISA assessment, Australia, by SES (per cent) (a), (b), (c)**

	2006	2009	2012
Socio-economic status (ESCS) (d)			
Highest quartile	83.1 ± 1.8	84.9 ± 1.6	81.6 ± 1.8
Third quartile	73.4 ± 2.4	74.9 ± 2.2	73.2 ± 2.4
Second quartile	63.3 ± 2.4	64.0 ± 2.5	60.9 ± 2.1
Lowest quartile	50.8 ± 2.4	49.4 ± 2.5	47.3 ± 2.3
Socio-economic status (HISEI) (d)			
Highest quartile	82.2 ± 2.2	83.2 ± 1.9	79.9 ± 1.9
Third quartile	71.7 ± 2.6	74.8 ± 2.5	70.6 ± 2.4
Second quartile	66.3 ± 2.2	65.8 ± 2.5	65.8 ± 1.9
Lowest quartile	53.0 ± 2.4	54.4 ± 2.6	50.4 ± 2.4
All students	67.0 ± 1.7	67.5 ± 1.7	64.9 ± 1.4

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Two measures are used by the OECD to represent elements of socioeconomic background. One is the highest level of the father's and mother's occupation (known as HISEI), which is coded in accordance with the International Standard Classification of Occupations. The other measure is the index of economic, social and cultural status (ESCS), which was created to capture the wider aspects of a student's family and home background. The ESCS is based on students' responses on their parents' occupations; the highest level of education of the father and mother converted into years of schooling; the number of books in the home; and access to home educational and cultural resources.

Source: ACER (unpublished).

TABLE 4A.108

Table 4A.108 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall scientific literacy scale in PISA assessment (per cent), mean scores and statistical difference of mean score performance, 2012 (a), (b), (c), (d)**

		<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>
Proportions at achievement levels										
Level 6	%	3.6 ± 7.0	2.0 ± 4.0	2.1 ± 4.1	3.2 ± 6.4	1.5 ± 3.0	1.7 ± 3.3	3.2 ± 6.2	2.6 ± 5.1	2.6 ± 5.2
Level 5	%	12.8 ± 2.1	9.2 ± 2.0	10.0 ± 1.6	12.7 ± 2.0	9.4 ± 2.7	8.2 ± 2.3	13.7 ± 3.0	6.2 ± 4.1	10.9 ± 0.9
Level 4	%	22.2 ± 1.9	22.7 ± 2.5	22.8 ± 2.3	25.3 ± 3.2	21.9 ± 2.5	20.8 ± 3.1	25.9 ± 4.0	19.0 ± 6.7	22.8 ± 1.2
Level 3	%	27.1 ± 2.2	30.1 ± 2.9	29.0 ± 2.7	29.0 ± 2.9	28.5 ± 3.4	26.4 ± 3.8	27.7 ± 3.8	27.3 ± 7.0	28.5 ± 1.3
Level 2	%	20.4 ± 1.8	22.5 ± 2.5	22.7 ± 1.9	19.0 ± 2.5	24.2 ± 2.8	22.9 ± 3.5	17.3 ± 3.0	19.3 ± 5.9	21.5 ± 0.9
Level 1	%	10.1 ± 1.5	10.5 ± 1.8	10.3 ± 1.5	8.7 ± 1.8	10.7 ± 2.4	13.6 ± 2.4	8.0 ± 2.1	13.1 ± 4.6	10.2 ± 0.8
Below level 1	%	3.9 ± 1.0	2.9 ± 0.9	3.1 ± 1.0	2.1 ± 0.8	3.8 ± 1.3	6.3 ± 1.6	4.1 ± 1.5	12.5 ± 3.3	3.4 ± 0.5
<i>At or above level 3</i>	%	65.6 ± 2.5	64.1 ± 3.4	63.8 ± 2.6	70.2 ± 3.0	61.3 ± 3.2	57.2 ± 3.5	70.5 ± 3.6	55.1 ± 7.7	64.9 ± 1.4
<i>Levels 5 and 6</i>	%	16.3 ± 2.6	11.2 ± 2.5	12.1 ± 1.8	15.9 ± 2.3	10.9 ± 2.6	9.9 ± 2.6	16.9 ± 3.1	8.8 ± 5.1	13.6 ± 1.1
<i>Level 1 and below</i>	%	14.0 ± 1.7	13.5 ± 2.0	13.4 ± 1.9	10.8 ± 2.0	14.5 ± 2.6	19.9 ± 2.8	12.1 ± 2.4	25.6 ± 5.5	13.6 ± 0.6
Mean score	no.	525.6 ± 7.1	517.7 ± 7.4	518.8 ± 6.1	534.5 ± 7.3	512.7 ± 7.3	500.0 ± 7.4	533.9 ± 7.6	483.2 ± 20.0	521.5 ± 3.5
Statistical difference of mean score performance										
Performance of:		NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Compared to:										
	NSW	..	●	●	●	↓	↓	●	↓	..
	Vic	●	..	●	↑	●	↓	↑	↓	..
	Qld	●	●	..	↑	●	↓	↑	↓	..
	WA	●	↓	↓	..	↓	↓	●	↓	..
	SA	↑	●	●	↑	..	↓	↑	↓	..
	Tas	↑	↑	↑	↑	↑	..	↑	●	..
	ACT	●	↓	↓	●	↓	↓	..	↓	..
	NT	↑	↑	↑	↑	↑	●	↑

TABLE 4A.108

Table 4A.108 **Proportion of 15 year old students achieving level 3 or above and in the highest and lowest levels in the overall scientific literacy scale in PISA assessment (per cent), mean scores and statistical difference of mean score performance, 2012 (a), (b), (c), (d)**

	<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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↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

- (a) These data are from assessments conducted for the Programme for International Student Assessment (PISA). Scientific literacy was the major domain tested in the PISA 2006 survey and subsequent PISA surveys for scientific literacy may be compared with the 2006 survey. PISA surveys involved the following approximate percentages of 15 year old Australian Secondary school students: PISA 2006: 6.0 per cent; PISA 2009: 5.9 per cent; PISA 2012: 5.8 per cent. For further information on PISA assessments, see <http://www.acer.edu.au/ozpisa/reports>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Level 3 or above (the national proficient standard) can be described as a level of achievement that is reasonably challenging and which requires students to demonstrate more than minimal or elementary skills to be regarded as reaching it. Level 6 is the highest attainable level and below level 1 is the lowest level. For PISA 2006, the PISA overall scientific literacy scale has six defined proficiency levels, from level 6 (the highest) to level 1 (the lowest) with an additional level referred to as 'Below level 1' which covers those students who are unable to reach even the first threshold of the skills that PISA seeks to measure. For PISA 2009 and PISA 2012, level 1 is reported as level 1a and level 1b (the lowest) with an additional level referred to as 'Below level 1b'.
- (d) Estimates in italics have relative standard errors greater than 25 per cent.
 .. Not applicable.

Source: ACER (unpublished).

TABLE 4A.109

Table 4A.109 **Mean scores for 15 year old students in PISA reading literacy, mathematical literacy and scientific literacy in PISA 2012 and earlier PISA rounds; and comparisons of significant differences between PISA rounds (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>
Reading literacy									
Mean scores									
PISA 2012	513	517	508	519	500	485	525	466	512
PISA 2000	539	516	521	538	537	514	552	489	528
Statistical significance of difference									
PISA 2000 - PISA 2012	↓	•	•	•	↓	↓	↓	↓	↓
Mathematical literacy									
Mean scores									
PISA 2012	509	501	503	516	489	478	518	452	504
PISA 2003	526	511	520	548	535	507	548	496	524
Statistical significance of difference									
PISA 2003 - PISA 2012	↓	•	↓	↓	↓	↓	↓	↓	↓
Scientific literacy									
Mean scores									
PISA 2012	526	518	519	535	513	500	534	483	521
PISA 2006	535	513	522	543	532	507	549	490	527
Statistical significance of difference									
PISA 2006 - 2012	•	•	•	•	↓	•	↓	•	•

• = No significant difference, statistically. ↓ = Average achievement significantly lower, statistically.

(a) These data are from assessments conducted for PISA in various years. For further information on PISA, see <http://www.acer.edu.au/pisa>.

(b) The year of comparison with 2012 is the first PISA assessment in which the domain was a major assessment domain.

Source: ACER (unpublished).

TABLE 4A.110

Table 4A.110 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 TIMSS in mathematics achievement in TIMSS assessments (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>
2003									
At or above intermediate	68.2 ± 9.5	68.2 ± 6.5	58.1 ± 7.2	50.8 ± 7.8	58.9 ± 8.0	63.7 ± 13.6	70.6 ± 9.5	54.1 ± 11.8	63.8 ± 3.9
Advanced	6.7 ± 2.9	6.1 ± 2.5	2.5 ± 1.4	1.9 ± 1.2	2.5 ± 1.7	4.4 ± 2.7	10.9 ± 8.4	2.1 ± 2.7	5.0 ± 1.2
High	25.0 ± 4.8	23.2 ± 4.9	16.4 ± 4.5	13.5 ± 3.4	18.6 ± 4.7	22.1 ± 7.2	27.0 ± 7.1	20.8 ± 8.6	21.3 ± 2.2
Intermediate	36.6 ± 5.5	38.8 ± 3.7	39.2 ± 4.8	35.4 ± 5.9	37.8 ± 6.4	37.2 ± 6.2	32.7 ± 7.9	31.2 ± 8.6	37.5 ± 2.5
Low	22.9 ± 5.4	21.7 ± 4.2	26.7 ± 3.9	32.4 ± 4.6	26.0 ± 4.1	22.3 ± 5.4	22.3 ± 7.0	26.5 ± 7.1	24.5 ± 2.3
Below low	8.8 ± 5.2	10.2 ± 3.5	15.3 ± 5.1	16.8 ± 6.9	15.1 ± 7.0	14.1 ± 10.0	7.1 ± 3.8	19.4 ± 10.2	11.8 ± 2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	76.3 ± 6.0	78.9 ± 7.3	58.8 ± 6.7	58.4 ± 6.3	61.5 ± 9.4	68.1 ± 8.2	67.8 ± 9.0	58.8 ± 12.3	70.5 ± 3.3
Advanced	13.6 ± 3.9	10.3 ± 4.1	2.7 ± 1.8	5.0 ± 2.4	4.1 ± 3.3	7.0 ± 4.3	7.3 ± 5.3	2.7 ± 4.3	8.8 ± 1.6
High	30.4 ± 6.3	30.8 ± 8.0	17.9 ± 4.5	17.3 ± 6.1	21.5 ± 5.1	26.4 ± 4.3	25.6 ± 5.7	18.4 ± 6.3	26.1 ± 3.3
Intermediate	32.3 ± 4.5	37.7 ± 6.5	38.2 ± 6.3	36.1 ± 7.3	35.9 ± 5.5	34.7 ± 5.5	34.9 ± 10.0	37.7 ± 15.5	35.6 ± 2.4
Low	18.3 ± 5.1	16.1 ± 4.7	26.7 ± 3.7	29.8 ± 4.5	24.9 ± 6.7	21.5 ± 7.1	24.7 ± 6.7	25.3 ± 10.8	21.0 ± 2.4
Below low	5.4 ± 2.7	5.0 ± 4.1	14.5 ± 5.1	11.7 ± 4.3	13.6 ± 6.5	7.0 ± 4.3	7.5 ± 3.7	15.9 ± 7.4	8.5 ± 2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	73.8 ± 5.5	75.5 ± 4.6	64.3 ± 6.0	62.5 ± 6.2	65.2 ± 6.2	68.1 ± 6.9	81.4 ± 4.9	59.1 ± 12.7	70.2 ± 2.7
Advanced	12.2 ± 4.3	13.4 ± 4.7	5.0 ± 1.8	6.9 ± 3.1	6.3 ± 2.4	10.4 ± 4.7	14.4 ± 4.7	5.3 ± 3.5	9.8 ± 1.8
High	27.1 ± 4.1	28.0 ± 3.7	20.7 ± 5.1	24.4 ± 4.9	22.4 ± 4.7	26.8 ± 4.7	34.3 ± 4.7	19.6 ± 6.9	25.3 ± 2.0
Intermediate	34.6 ± 5.3	34.1 ± 3.5	38.6 ± 4.9	31.2 ± 4.7	36.4 ± 4.3	30.9 ± 5.5	32.7 ± 4.3	34.1 ± 8.0	35.0 ± 2.0
At or less than low	26.2 ± 5.5	24.5 ± 4.6	35.7 ± 6.0	37.5 ± 6.2	34.8 ± 6.2	31.9 ± 6.9	18.6 ± 4.9	40.9 ± 12.7	29.8 ± 2.7
Low	17.2 ± 4.1	17.7 ± 3.9	24.6 ± 3.9	23.0 ± 4.5	23.4 ± 4.3	22.1 ± 7.4	14.5 ± 3.9	26.2 ± 9.0	20.2 ± 1.8
Below low	8.9 ± 3.1	6.8 ± 3.5	11.0 ± 4.1	14.6 ± 3.3	11.4 ± 3.7	9.7 ± 3.9	4.0 ± 2.0	14.7 ± 8.4	9.7 ± 2.0

TABLE 4A.110

Table 4A.110 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 TIMSS in mathematics achievement in TIMSS assessments (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>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	525 ± 11.8	531 ± 11.0	499 ± 10.8	499 ± 12.5	502 ± 10.2	517 ± 15.1	545 ± 11.6	489 ± 25.1	516 ± 5.7

- (a) These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 4675 year 4 Australian school students from 204 schools. TIMSS 2007 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. TIMSS 2011 involved a sample assessment of 6146 year 4 Australian school students from 280 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.

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

TABLE 4A.111

Table 4A.111 Proportion of year 8 students achieving at or above the intermediate international benchmark in mathematics achievement in TIMSS assessments (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>
2003									
At or above intermediate	74.9 ± 9.9	61.1 ± 8.0	59.2 ± 7.4	59.4 ± 7.9	61.9 ± 11.0	50.5 ± 12.2	68.3 ± 12.5	34.1 ± 13.8	64.9 ± 4.3
Advanced	13.0 ± 6.7	3.6 ± 2.0	3.4 ± 1.5	1.7 ± 1.6	6.4 ± 6.5	2.8 ± 2.8	2.3 ± 1.5	0.2 ± 0.3	6.6 ± 2.3
High	32.4 ± 8.4	17.0 ± 6.1	17.9 ± 3.8	17.0 ± 5.5	21.8 ± 6.6	15.4 ± 8.9	25.1 ± 12.3	4.4 ± 3.2	22.4 ± 3.4
Intermediate	29.5 ± 7.6	40.5 ± 4.3	37.9 ± 5.9	40.7 ± 4.5	33.8 ± 6.4	32.4 ± 6.1	40.8 ± 5.7	29.4 ± 12.9	35.9 ± 2.9
Low	16.2 ± 5.8	29.6 ± 7.0	27.8 ± 5.0	28.1 ± 5.7	27.3 ± 7.3	33.7 ± 6.6	25.2 ± 11.1	44.7 ± 6.9	24.6 ± 3.0
Below low	8.9 ± 6.9	9.3 ± 2.9	13.0 ± 4.8	12.5 ± 5.3	10.7 ± 6.3	15.7 ± 9.1	6.5 ± 2.4	21.3 ± 14.6	10.5 ± 2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	59.3 ± 9.0	64.6 ± 7.8	60.8 ± 5.7	57.6 ± 10.8	59.2 ± 8.0	56.6 ± 7.6	69.4 ± 20.4	57.4 ± 15.7	60.8 ± 3.7
Advanced	10.3 ± 6.1	5.0 ± 5.3	3.0 ± 1.0	1.8 ± 1.8	2.0 ± 1.6	2.8 ± 2.2	12.3 ± 12.7	1.1 ± 1.8	5.8 ± 2.5
High	17.2 ± 4.7	21.5 ± 6.5	16.8 ± 3.3	18.4 ± 6.5	16.0 ± 5.9	16.5 ± 3.5	21.8 ± 13.9	21.4 ± 14.9	18.3 ± 2.4
Intermediate	31.8 ± 6.9	38.1 ± 5.1	41.1 ± 5.7	37.5 ± 7.1	41.1 ± 5.5	37.4 ± 4.9	35.3 ± 19.2	35.0 ± 8.8	36.7 ± 2.6
Low	26.7 ± 4.9	27.9 ± 6.1	28.3 ± 3.7	28.2 ± 7.8	31.2 ± 5.5	29.6 ± 7.4	20.2 ± 10.0	26.8 ± 10.0	27.8 ± 2.5
Below low	14.0 ± 5.3	7.5 ± 3.7	10.9 ± 4.5	14.2 ± 4.9	9.6 ± 4.3	13.8 ± 6.7	10.4 ± 13.5	15.8 ± 8.6	11.5 ± 1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	66.8 ± 10.0	64.4 ± 7.3	58.7 ± 7.3	60.8 ± 9.9	58.2 ± 7.5	49.0 ± 7.4	74.4 ± 6.2	44.1 ± 14.7	62.9 ± 4.7
Advanced	13.3 ± 7.6	7.9 ± 5.7	6.0 ± 4.6	4.5 ± 4.6	3.1 ± 1.7	3.0 ± 1.8	14.5 ± 8.0	0.7 ± 1.5	8.7 ± 3.3
High	21.1 ± 7.3	18.9 ± 4.1	20.4 ± 5.5	19.5 ± 7.7	17.8 ± 5.3	15.4 ± 5.7	29.0 ± 5.9	12.1 ± 5.8	20.0 ± 3.4
Intermediate	32.3 ± 7.5	37.6 ± 6.6	32.4 ± 5.5	36.9 ± 7.1	37.4 ± 6.2	30.6 ± 6.2	30.9 ± 8.0	31.3 ± 10.5	34.3 ± 3.4
At or less than low	33.2 ± 10.0	35.6 ± 7.3	41.3 ± 7.3	39.2 ± 9.9	41.8 ± 7.5	51.0 ± 7.4	25.6 ± 6.2	55.9 ± 14.7	37.1 ± 4.7
Low	23.7 ± 8.1	25.7 ± 4.7	29.3 ± 5.5	27.2 ± 8.3	29.1 ± 6.0	32.8 ± 6.3	17.8 ± 6.1	35.1 ± 5.8	26.2 ± 3.6

TABLE 4A.111

Table 4A.111 **Proportion of year 8 students achieving at or above the intermediate international benchmark in mathematics achievement in TIMSS assessments (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>
Below low	9.5 ± 3.7	9.9 ± 4.5	12.0 ± 3.8	11.9 ± 5.9	12.7 ± 4.4	18.2 ± 4.8	7.7 ± 2.7	20.9 ± 13.6	10.8 ± 2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	518 ± 21.8	504 ± 15.7	497 ± 15.7	493 ± 20.8	489 ± 11.4	475 ± 13.5	532 ± 19.4	462 ± 28.2	505 ± 10.0

- (a) These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 5355 year 8 Australian school students from 210 schools. TIMSS 2007 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. TIMSS 2011 involved a sample assessment of 7556 year 8 Australian school students from 275 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.

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

TABLE 4A.112

Table 4A.112 Proportion of year 4 students achieving at or above the intermediate international benchmark in science achievement in TIMSS assessments (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>
2003									
At or above intermediate	76.1 ± 9.0	77.8 ± 5.8	70.1 ± 6.4	66.9 ± 6.7	72.6 ± 7.6	73.5 ± 10.4	83.0 ± 4.2	63.0 ± 13.6	74.2 ± 3.7
Advanced	10.1 ± 3.5	9.3 ± 2.9	6.7 ± 3.1	5.0 ± 2.1	7.1 ± 2.8	6.9 ± 3.1	14.9 ± 7.6	6.0 ± 4.8	8.5 ± 1.5
High	31.4 ± 5.4	31.4 ± 5.2	27.4 ± 5.6	23.4 ± 5.1	28.3 ± 6.1	29.7 ± 8.4	36.1 ± 7.1	27.6 ± 9.3	29.6 ± 2.6
Intermediate	34.7 ± 4.2	37.1 ± 3.6	36.1 ± 4.1	38.6 ± 5.0	37.1 ± 6.1	36.8 ± 4.7	32.0 ± 10.6	29.4 ± 7.2	36.1 ± 2.0
Low	16.1 ± 4.9	15.5 ± 4.4	21.0 ± 4.5	22.3 ± 4.2	16.9 ± 3.3	17.6 ± 5.5	12.6 ± 4.1	22.3 ± 8.2	17.5 ± 2.2
Below low	7.7 ± 5.1	6.7 ± 2.5	8.8 ± 2.8	10.8 ± 4.5	10.5 ± 5.5	8.9 ± 5.8	4.4 ± 2.2	14.6 ± 8.8	8.3 ± 2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	80.1 ± 5.7	84.7 ± 6.7	66.4 ± 6.9	67.2 ± 5.3	68.9 ± 10.0	76.3 ± 6.7	75.9 ± 8.8	64.5 ± 9.6	76.4 ± 3.1
Advanced	12.9 ± 3.5	12.7 ± 3.1	4.5 ± 2.2	7.6 ± 3.3	7.6 ± 3.1	14.0 ± 4.9	8.7 ± 8.0	5.8 ± 5.5	5.8 ± 2.5
High	33.0 ± 6.5	35.7 ± 9.0	24.0 ± 4.5	24.4 ± 5.5	27.4 ± 8.6	29.5 ± 6.5	30.0 ± 5.7	27.9 ± 7.8	18.3 ± 2.4
Intermediate	34.1 ± 5.7	36.3 ± 6.5	38.0 ± 5.5	35.2 ± 5.5	34.0 ± 7.1	32.8 ± 7.1	37.2 ± 11.6	30.9 ± 7.1	36.7 ± 2.7
Low	15.0 ± 4.9	11.4 ± 4.5	22.0 ± 5.5	24.7 ± 4.9	21.9 ± 6.7	17.2 ± 6.9	19.5 ± 6.5	22.2 ± 10.0	27.8 ± 2.5
Below low	5.0 ± 2.7	3.9 ± 3.3	11.6 ± 4.5	8.1 ± 4.3	9.2 ± 6.5	6.5 ± 2.9	4.6 ± 4.1	13.3 ± 6.3	11.5 ± 2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	73.9 ± 4.7	76.7 ± 3.8	66.0 ± 5.8	66.4 ± 5.6	67.6 ± 6.2	71.7 ± 5.9	83.3 ± 4.4	60.6 ± 12.6	71.6 ± 2.5
Advanced	8.9 ± 2.9	9.7 ± 3.9	4.0 ± 1.4	5.9 ± 3.1	4.6 ± 2.4	8.9 ± 4.9	13.3 ± 4.9	4.0 ± 2.7	7.4 ± 1.3
High	29.1 ± 3.9	31.4 ± 4.5	23.4 ± 4.7	25.9 ± 5.5	25.9 ± 5.7	28.2 ± 7.1	38.4 ± 6.1	23.1 ± 8.0	27.9 ± 2.3
Intermediate	35.9 ± 3.9	35.7 ± 5.1	38.6 ± 4.3	34.6 ± 5.3	37.1 ± 6.9	34.7 ± 6.5	31.6 ± 6.5	33.5 ± 6.5	36.3 ± 2.1
At or less than low	26.1 ± 4.7	23.3 ± 3.8	34.0 ± 5.8	33.6 ± 5.6	32.4 ± 6.2	28.3 ± 5.9	16.7 ± 4.4	39.4 ± 16.3	28.4 ± 2.5

TABLE 4A.112

Table 4A.112 **Proportion of year 4 students achieving at or above the intermediate international benchmark in science achievement in TIMSS assessments (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>
Low	18.0 ± 3.7	16.8 ± 3.1	23.5 ± 3.9	20.6 ± 5.1	23.1 ± 5.1	19.9 ± 4.5	13.5 ± 3.9	24.5 ± 8.2	19.6 ± 1.9
Below low	8.1 ± 3.3	6.5 ± 1.6	10.4 ± 5.3	13.0 ± 3.7	9.3 ± 3.5	8.4 ± 3.7	3.2 ± 2.2	14.9 ± 8.6	8.8 ± 1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	522 ± 10.8	529 ± 9.6	501 ± 11.6	502 ± 12.0	506 ± 10.0	518 ± 14.3	547 ± 9.8	491 ± 24.9	516 ± 5.5

- (a) These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 4675 year 4 Australian school students from 204 schools. TIMSS 2007 involved a sample assessment of 4108 year 4 Australian school students from 229 schools. TIMSS 2011 involved a sample assessment of 6146 year 4 Australian school students from 280 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.

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

TABLE 4A.113

Table 4A.113 Proportion of year 8 students achieving at or above the intermediate international benchmark in science achievement in TIMSS assessments (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>
2003									
At or above intermediate	82.1 ± 8.5	73.8 ± 5.7	72.6 ± 5.8	76.1 ± 7.1	72.3 ± 10.0	66.0 ± 10.9	83.4 ± 6.3	54.9 ± 13.0	76.3 ± 3.5
Advanced	15.1 ± 5.9	4.6 ± 1.4	5.2 ± 1.9	5.4 ± 2.4	9.9 ± 6.4	5.0 ± 3.0	8.5 ± 4.8	2.6 ± 1.7	8.7 ± 2.1
High	38.2 ± 6.6	26.0 ± 4.7	27.7 ± 4.5	29.6 ± 5.9	28.9 ± 7.0	24.5 ± 8.1	35.4 ± 7.9	12.9 ± 6.2	31.0 ± 2.9
Intermediate	28.7 ± 5.8	43.1 ± 3.5	39.7 ± 4.5	41.0 ± 5.0	33.5 ± 6.2	36.5 ± 5.3	39.5 ± 6.1	39.3 ± 7.7	36.6 ± 2.4
Low	13.4 ± 4.9	21.0 ± 4.5	20.9 ± 3.6	18.2 ± 4.6	21.2 ± 6.9	24.1 ± 6.1	14.5 ± 5.8	32.9 ± 6.5	18.2 ± 2.3
Below low	4.6 ± 4.1	5.2 ± 1.8	6.5 ± 3.6	5.7 ± 3.5	6.6 ± 4.1	9.9 ± 6.8	2.2 ± 1.3	12.2 ± 9.5	5.5 ± 1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2007									
At or above intermediate	69.5 ± 8.0	69.7 ± 6.9	71.3 ± 4.7	67.5 ± 8.6	71.3 ± 7.4	67.9 ± 8.2	77.1 ± 16.1	65.2 ± 14.7	69.9 ± 3.3
Advanced	13.8 ± 6.9	6.2 ± 5.1	5.5 ± 2.0	4.3 ± 3.1	3.9 ± 2.4	5.3 ± 3.9	16.3 ± 16.7	4.2 ± 3.5	8.3 ± 1.6
High	23.6 ± 4.3	24.7 ± 4.3	27.1 ± 4.9	26.8 ± 6.7	26.2 ± 6.5	25.3 ± 8.0	27.1 ± 11.6	24.5 ± 12.5	25.2 ± 2.0
Intermediate	32.1 ± 5.3	38.8 ± 5.7	38.6 ± 4.5	36.4 ± 7.3	41.1 ± 6.1	37.3 ± 6.1	33.7 ± 12.0	36.5 ± 10.2	36.4 ± 2.7
Low	20.7 ± 5.5	23.6 ± 6.3	21.1 ± 3.5	22.9 ± 5.5	23.7 ± 6.3	22.9 ± 6.5	16.4 ± 10.6	24.5 ± 12.2	22.0 ± 2.7
Below low	9.8 ± 3.9	6.7 ± 4.1	7.7 ± 3.1	9.7 ± 4.3	5.1 ± 2.7	9.2 ± 4.3	6.5 ± 8.4	10.3 ± 6.3	8.2 ± 1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (d)									
At or above intermediate	72.6 ± 8.3	69.5 ± 5.9	69.2 ± 5.7	70.8 ± 9.0	67.2 ± 4.9	60.0 ± 6.3	81.1 ± 4.4	55.9 ± 18.0	70.3 ± 3.9
Advanced	16.0 ± 7.8	7.4 ± 3.9	9.3 ± 5.5	7.4 ± 3.9	5.0 ± 2.3	5.5 ± 2.4	19.4 ± 9.6	2.5 ± 3.4	10.6 ± 3.2
High	25.0 ± 6.5	24.3 ± 4.8	24.5 ± 5.5	27.6 ± 6.1	24.1 ± 5.1	21.5 ± 7.1	33.8 ± 5.4	17.8 ± 7.0	24.8 ± 3.1
Intermediate	31.6 ± 6.6	37.9 ± 4.9	35.4 ± 5.9	35.8 ± 6.7	38.0 ± 5.0	33.0 ± 5.2	27.9 ± 8.2	35.6 ± 15.2	34.8 ± 2.9
At or less than low	27.4 ± 8.3	30.5 ± 5.9	30.8 ± 5.7	29.2 ± 9.0	32.8 ± 4.9	40.0 ± 6.3	18.9 ± 4.4	44.1 ± 18.0	29.7 ± 3.9

TABLE 4A.113

Table 4A.113 **Proportion of year 8 students achieving at or above the intermediate international benchmark in science achievement in TIMSS assessments (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>
Low	20.8 ± 7.2	22.7 ± 4.3	22.8 ± 4.8	20.0 ± 5.8	24.5 ± 3.9	27.2 ± 5.3	13.5 ± 3.4	26.9 ± 9.9	22.0 ± 3.1
Below low	6.5 ± 2.3	7.8 ± 4.2	7.9 ± 2.8	9.2 ± 5.5	8.4 ± 2.6	12.8 ± 3.8	5.5 ± 2.0	17.2 ± 11.2	7.7 ± 1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	532 ± 19.8	513 ± 14.7	516 ± 14.7	514 ± 18.0	506 ± 9.8	496 ± 12.5	551 ± 18.0	481 ± 28.2	519 ± 9.4

- (a) These data are from assessments conducted for TIMSS. TIMSS 2003 involved sample assessment of 5355 year 8 Australian school students from 210 schools. TIMSS 2007 involved a sample assessment of 4069 year 8 Australian school students from 228 schools. TIMSS 2011 involved a sample assessment of 7556 year 8 Australian school students from 275 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The presentation of TIMSS data since the 2008 Report differs from that presented elsewhere, including the selection of "at or above the intermediate international benchmark " which is the MCEECDYA endorsed national standard for TIMSS.
- (c) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent) for the reporting year. They are not equated to other years in the table. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (d) For 2011, estimates in italics have relative standard errors greater than 25 per cent.

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

TABLE 4A.114

Table 4A.114 **Proportion of year 4 and year 8 students achieving at or above the intermediate international benchmark (per cent); and mean scores in mathematics achievement and science achievement in TIMSS 2011 assessments by equity group, Australia (per cent) (a), (b), (c)**

	<i>Proportion of achieving at or above the intermediate international benchmark</i>		<i>Mean scores</i>	
	<i>Mathematics achievement</i>	<i>Science achievement</i>	<i>Mathematics achievement</i>	<i>Science achievement</i>
Year 4				
All students	70.2 ± 2.7	71.6 ± 2.5	516 ± 5.7	516 ± 5.5
By sex				
Male students	71.6 ± 3.2	71.5 ± 3.1	519 ± 7.1	516 ± 7.3
Female students	69.4 ± 3.0	72.4 ± 3.0	513 ± 6.5	516 ± 6.1
By Indigenous status				
Indigenous students	45.7 ± 8.4	46.9 ± 8.1	458 ± 15.3	458 ± 15.1
Non-Indigenous students (d)	72.7 ± 2.5	74.3 ± 2.3	522 ± 5.3	522 ± 5.1
By language background				
Speaks English at home	71.9 ± 2.5	74.3 ± 2.3	520 ± 5.1	522 ± 5.1
Language other than English spoken at home	65.8 ± 6.1	63.4 ± 5.6	507 ± 12.2	498 ± 11.0
By geographic location of school (e)				
Metropolitan	72.2 ± 2.8	73.3 ± 2.9	521 ± 6.3	520 ± 6.1
Provincial	65.6 ± 6.3	67.5 ± 4.9	505 ± 11.0	507 ± 11.6
Remote	49.3 ± 7.8	52.0 ± 12.5	457 ± 15.3	459 ± 17.1
Year 8				
All students	62.9 ± 4.7	70.3 ± 3.9	505 ± 10.0	519 ± 9.4
By sex				
Male students	64.4 ± 6.1	73.0 ± 4.4	509 ± 14.3	527 ± 11.6
Female students	61.8 ± 4.9	68.0 ± 4.7	500 ± 9.2	511 ± 8.8
By Indigenous status				
Indigenous students	31.8 ± 6.3	42.2 ± 6.1	438 ± 9.4	459 ± 8.8
Non-Indigenous students (d)	65.1 ± 5.0	72.3 ± 4.0	509 ± 10.4	524 ± 9.8
By language background				
Speaks English at home	61.7 ± 5.1	71.3 ± 4.1	504 ± 9.8	521 ± 9.4
Language other than English spoken at home	69.1 ± 6.2	68.1 ± 5.7	521 ± 20.2	500 ± 18.0
By geographic location of school (e)				
Metropolitan	66.4 ± 5.2	71.9 ± 4.4	512 ± 11.4	523 ± 10.4
Provincial	54.5 ± 9.2	67.0 ± 7.5	487 ± 17.8	511 ± 16.9
Remote	40.3 ± 29.6	48.8 ± 32.1	448 ± 53.7	486 ± 63.7
By level of parental education				
Completed a University degree	86.2 ± 4.7	89.5 ± 3.7	569 ± 19.4	580 ± 16.3

TABLE 4A.114

Table 4A.114 **Proportion of year 4 and year 8 students achieving at or above the intermediate international benchmark (per cent); and mean scores in mathematics achievement and science achievement in TIMSS 2011 assessments by equity group, Australia (per cent) (a), (b), (c)**

	<i>Proportion of achieving at or above the intermediate international benchmark</i>		<i>Mean scores</i>	
	<i>Mathematics achievement</i>	<i>Science achievement</i>	<i>Mathematics achievement</i>	<i>Science achievement</i>
Completed Post-Secondary education but not University	63.0 ± 6.2	73.7 ± 4.8	499 ± 9.6	521 ± 9.6
Completed Upper Secondary Education	54.8 ± 8.5	61.9 ± 7.2	480 ± 13.7	495 ± 12.2
Did not complete Upper Secondary Education	26.8 ± 9.0	32.7 ± 11.0	437 ± 18.8	446 ± 21.2

- (a) These data are from assessments conducted for TIMSS 2011, which involved a sample assessment of 6146 year 4 Australian school students from 280 schools and 7556 year 8 Australian school students from 275 schools. For further information on TIMSS, see <http://www.acer.edu.au/timss>.
- (b) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent, or a mean score of 400.0 ± 8.5) for the reporting year. See section 2.6 of the statistical context chapter for more information on confidence intervals.
- (c) Estimates in italics have relative standard errors greater than 25 per cent.
- (d) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (e) The SCSEEC Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

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

TABLE 4A.115

Table 4A.115 **Mean scores in year 4 and year 8 mathematics achievement and science achievement for TIMSS and comparison to TIMSS 2011 assessments (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 4 mathematics achievement									
Mean scores									
TIMSS 2011	525	531	499	499	502	517	545	489	516
TIMSS 2007	534	532	485	493	493	510	513	484	516
TIMSS 2003	510	508	484	472	485	497	523	479	499
TIMSS 1995	496	507	484	483	485	486	527	491	495
Statistical significance of difference									
TIMSS 2007 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	•	•	•	•	•	•
Year 8 mathematics achievement									
Mean scores									
TIMSS 2011	518	504	497	493	489	475	532	462	505
TIMSS 2007	500	503	491	485	490	485	518	483	496
TIMSS 2003	530	495	490	487	501	477	507	449	505
TIMSS 1995	512	500	506	527	513	496	528	470	509
Statistical significance of difference									
TIMSS 2007 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	↓	↓	•	•	•	•
Year 4 science achievement									
Mean scores									
TIMSS 2011	522	529	501	502	506	518	547	491	516
TIMSS 2007	538	544	501	512	512	533	527	503	527
TIMSS 2003	526	528	513	502	515	517	547	503	521

TABLE 4A.115

Table 4A.115 **Mean scores in year 4 and year 8 mathematics achievement and science achievement for TIMSS and comparison to TIMSS 2011 assessments (a)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
TIMSS 1995	522	529	503	527	519	523	557	512	521
Statistical significance of difference									
TIMSS 2007 - 2011	↓	•	•	•	•	•	↑	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	•	•	•	•	•	•
Year 8 science achievement									
Mean scores									
TIMSS 2011	532	513	516	514	506	496	551	481	519
TIMSS 2007	521	513	513	506	512	507	538	502	515
TIMSS 2003	547	516	516	520	524	504	538	482	527
TIMSS 1995	517	497	510	531	510	496	529	466	514
Statistical significance of difference									
TIMSS 2007 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 2003 - 2011	•	•	•	•	•	•	•	•	•
TIMSS 1995 - 2011	•	•	•	•	•	•	•	•	•

↑= Average achievement significantly higher, statistically • = No significant difference, statistically. ↓= Average achievement significantly lower, statistically.

(a) These data are from assessments conducted for TIMSS in various years. For further information on TIMSS, see <http://www.acer.edu.au/timss>.

Source: ACER (2012) *Monitoring Australian Year 4 student achievement internationally: TIMSS and PIRLS 2011*; *Monitoring Australian Year 8 student achievement internationally: TIMSS 2011*, Melbourne

TABLE 4A.116

Table 4A.116 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments**

	<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>
At or above intermediate	77.9 ± 4.0	80.5 ± 3.6	69.8 ± 5.5	71.4 ± 3.9	73.5 ± 4.2	73.0 ± 6.1	87.0 ± 3.8	66.9 ± 10.1	75.6 ± 2.0
Advanced	12.2 ± 3.4	12.5 ± 3.6	5.8 ± 1.9	7.8 ± 3.7	5.6 ± 2.5	11.5 ± 6.0	17.2 ± 5.4	7.4 ± 3.8	9.9 ± 1.3
High	33.0 ± 4.8	35.0 ± 3.8	28.9 ± 3.7	30.3 ± 5.3	29.8 ± 5.3	29.2 ± 5.5	39.4 ± 6.0	26.3 ± 7.4	32.0 ± 1.8
Intermediate	32.7 ± 4.6	33.0 ± 4.6	35.1 ± 5.2	33.2 ± 4.2	38.1 ± 3.2	32.3 ± 6.0	30.4 ± 6.6	33.1 ± 6.7	33.7 ± 1.9
At or less than low	22.1 ± 4.0	19.5 ± 3.6	30.2 ± 5.5	28.6 ± 3.9	26.5 ± 4.2	27.0 ± 6.1	13.0 ± 3.8	33.1 ± 10.1	24.4 ± 2.0
Low	16.4 ± 3.1	14.7 ± 2.8	20.5 ± 3.4	18.2 ± 3.5	19.2 ± 3.6	18.3 ± 5.8	10.8 ± 3.3	22.1 ± 7.2	17.3 ± 1.5
Below low	5.8 ± 1.9	4.8 ± 1.5	9.7 ± 3.8	10.4 ± 3.4	7.3 ± 2.5	8.7 ± 5.4	2.2 ± 1.6	11.0 ± 6.4	7.1 ± 1.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean score	535 ± 9.6	539 ± 7.8	511 ± 9.8	516 ± 8.8	518 ± 7.8	525 ± 14.7	558 ± 10.4	509 ± 20.2	527 ± 4.3

(a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2011). See section 2.6 of the statistical appendix for more information on confidence intervals.

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

TABLE 4A.117

Table 4A.117 **Proportion of year 4 students achieving at or above the intermediate international benchmark (per cent) and mean scores for 2011 PIRLS reading assessments by equity group, Australia (a)**

	<i>Proportion of achieving at or above the intermediate international benchmark</i>	<i>Mean score</i>
All students	75.6 ± 2.0	527 ± 4.3
By sex		
Male students	72.2 ± 2.6	519 ± 5.3
Female students	79.2 ± 2.4	536 ± 5.3
By Indigenous status		
Indigenous students	51.7 ± 7.7	475 ± 10.8
Non-Indigenous students (b)	77.9 ± 1.8	532 ± 4.3
By geographic location of school (c)		
Metropolitan	77.6 ± 2.3	532 ± 5.1
Provincial	71.4 ± 3.9	518 ± 8.8
Remote	47.9 ± 7.4	462 ± 34.1

- (a) The achievement percentages reported in this table include 95 per cent confidence intervals (for example, 80.0 per cent ± 2.7 per cent), for the single reporting year (2011). See section 2.6 of the statistical appendix for more information on confidence intervals.
- (b) Non-Indigenous does not include those persons whose Indigenous status is unknown or not stated.
- (c) The SCSEEC Schools Geographic Location Classification was used to classify the location of the school. Students from schools in remote and very remote areas were classified as geographically remote students.

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

TABLE 4A.118

Table 4A.118 Proportion of children aged 6–15 years enrolled in school (a)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
2008										
Number of children aged 6–15 years enrolled in school (b)	no.	881 553	659 082	573 537	285 042	196 826	65 957	45 594	31 614	2 739 205
Total 6–15 year old population (c)	no.	886 833	655 162	570 501	285 815	196 228	65 901	42 333	33 624	2 736 802
Proportion of 6–15 year old population enrolled in school	%	99.4	100.6	100.5	99.7	100.3	100.1	107.7	94.0	100.1
2009										
Number of children aged 6–15 years enrolled in school (b)	no.	880 550	661 680	579 484	288 345	195 974	65 334	45 842	31 527	2 748 736
Total 6–15 year old population (c)	no.	887 203	656 640	575 982	289 629	195 271	65 518	42 215	33 905	2 746 766
Proportion of 6–15 year old population enrolled in school	%	99.3	100.8	100.6	99.6	100.4	99.7	108.6	93.0	100.1
2010										
Number of children aged 6–15 years enrolled in school (b)	no.	882 711	663 048	582 449	289 113	195 830	64 706	46 022	32 014	2 755 893
Total 6–15 year old population (c)	no.	888 390	658 249	580 096	291 926	195 045	65 002	42 154	33 843	2 755 102
Proportion of 6–15 year old population enrolled in school	%	99.4	100.7	100.4	99.0	100.4	99.5	109.2	94.6	100.0
2011										
Number of children aged 6–15 years enrolled in school (b)	no.	885 274	666 143	587 301	292 276	195 070	64 024	46 165	31 924	2 768 177
Total 6–15 year old population (c)	no.	890 885	661 142	586 089	296 067	194 304	64 476	42 350	33 632	2 769 311
Proportion of 6–15 year old population enrolled in school	%	99.4	100.8	100.2	98.7	100.4	99.3	109.0	94.9	100.0
2012										

TABLE 4A.118

Table 4A.118 **Proportion of children aged 6–15 years enrolled in school (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust</i>
Number of children aged 6–15 years enrolled in school (b)	no.	890 756	673 020	599 700	299 686	195 582	63 229	47 358	32 420	2 801 751
Total 6–15 year old population (c)	no.	897 744	668 723	596 011	303 523	194 839	63 941	43 233	33 991	2 802 367
Proportion of 6–15 year old population enrolled in school	%	99.2	100.6	100.6	98.7	100.4	98.9	109.5	95.4	100.0

(a) Until the 2012 Report, this table included data for Indigenous and non-Indigenous students. Due to data quality issues, the estimates of the Indigenous and non-Indigenous populations have not been included for 2011 and 2012 in this Report. See 2012 Report, table 4A.97 for Indigenous and non-Indigenous data for 2008–2010.

(b) School data includes children enrolled full time or part time in 2008, 2009, 2010, 2011 and 2012. Data also include students who cross State and Territory boundaries to attend school. In the case of the ACT this causes the proportion of 6–15 year olds enrolled in school to exceed 100 per cent. Jervis Bay enrolments are included with ACT; Norfolk Island enrolments are included with NSW. 'Other Territory' enrolments are excluded.

(c) Estimates for the total population are sourced from the most recently available ABS Population by Age and Sex, Cat. No. 3201.0 (June 2012). These data are based on the 2011 Census. Rates may differ from previous reports as they have been revised using ERPs based on the 2011 Census. The Australia total includes 'Other territories' including Jervis Bay and Norfolk Island. However, Jervis Bay and Norfolk Island are excluded from ACT and NSW totals. Therefore, State and Territory Estimated Resident Population numbers will not add to Australia totals.

Source: ABS (2013) *Schools Australia, 2012*, Cat. no. 4221.0, Canberra; ABS *Population by Age and Sex, Australian States and Territories, June 2013*, Cat. no. 3101.0.

TABLE 4A.119

Table 4A.119 **School participation rates by age and sex of students, all schools, 2012 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
14–19 year olds									
Male	62.2	66.3	57.2	54.0	67.3	69.0	72.4	50.4	61.8
Female	63.8	67.5	58.4	54.3	68.3	73.1	72.9	53.2	63.1
All students	62.9	66.9	57.8	54.2	67.8	71.0	72.7	51.7	62.4
14 year olds									
Male	99.5	101.0	100.8	100.5	101.6	98.0	112.3	90.2	100.4
Female	99.8	101.7	101.7	98.2	101.7	99.9	117.5	91.2	100.8
All students	99.7	101.3	101.2	99.4	101.6	98.9	114.8	90.7	100.6
15 year olds									
Male	97.5	99.9	96.5	94.9	101.5	98.9	113.6	83.1	98.0
Female	98.4	100.0	98.3	94.8	101.5	100.9	116.3	85.9	98.8
All students	97.9	99.9	97.4	94.8	101.5	99.9	114.9	84.4	98.4
16 year olds									
Male	88.1	92.9	87.5	82.2	98.1	93.1	108.9	68.8	89.4
Female	91.9	95.7	92.3	85.1	100.4	96.9	108.7	73.6	93.0
All students	90.0	94.3	89.8	83.6	99.2	95.0	108.8	71.0	91.1
17 year olds									
Male	71.5	79.5	54.7	45.3	81.7	76.4	96.8	47.7	68.1
Female	78.3	87.3	54.6	47.0	87.6	86.8	98.7	56.4	73.1
All students	74.8	83.3	54.6	46.1	84.5	81.3	97.7	51.7	70.5
18 year olds									
Male	19.4	29.6	6.3	4.7	21.9	39.1	31.0	11.6	18.3
Female	16.6	27.8	5.0	4.1	20.1	43.2	24.5	11.7	16.6
All students	18.0	28.8	5.6	4.4	21.1	41.0	27.8	11.7	17.5
19 year olds									
Male	1.4	2.3	0.9	1.3	4.8	7.9	2.5	2.6	1.9
Female	1.3	2.3	0.8	1.4	4.6	8.5	2.3	1.3	1.9
All students	1.3	2.3	0.9	1.3	4.7	8.2	2.4	2.0	1.9
Average age of full time year 12 students	17.2	17.4	16.7	16.7	17.3	17.6	17.3	17.2	17.1

(a) Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time or part time students in August 2012. Since 2010, the National Youth Participation Requirement specifies that requirements for participation in full time education, training or employment (section 4.1 of the School education chapter).

(b) Refer to figure 4.1 in the School education chapter for information on structures for schooling.

(c) Age at 1 July.

(d) Different school commencement ages across some state and territories may affect comparisons between jurisdictions.

Table 4A.119 **School participation rates by age and sex of students, all schools, 2012 (per cent) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
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(e) 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. Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia 2012*.

TABLE 4A.120

Table 4A.120 **School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (f)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (g)</i>	<i>NT</i>	<i>Aust</i>
2008									
14–19 year olds	59.1	64.4	54.8	52.5	62.6	64.8	69.4	50.1	59.3
14 year olds	97.8	99.6	98.3	98.7	100.3	99.7	113.5	88.9	98.8
15 year olds	93.9	97.2	93.0	93.9	98.7	100.2	111.0	78.6	95.1
16 year olds	79.8	89.4	82.1	80.4	90.6	88.5	103.4	70.0	83.9
17 year olds	67.9	78.5	48.0	41.8	71.8	65.0	91.3	48.3	64.1
18 year olds	16.0	25.8	5.2	3.4	15.2	29.0	23.2	11.7	15.3
19 year olds	1.6	2.6	0.9	0.7	4.2	3.7	2.5	3.4	1.9
2009									
14–19 year olds	58.6	64.1	55.0	52.8	63.9	65.5	71.1	49.0	59.2
14 year olds	97.3	99.3	98.2	98.0	99.5	99.6	112.5	89.0	98.4
15 year olds	93.7	97.7	93.9	94.1	99.9	99.6	111.3	81.1	95.4
16 year olds	81.3	90.9	84.5	80.9	95.5	89.1	106.8	65.5	85.6
17 year olds	68.6	78.4	49.9	43.6	74.8	70.6	92.7	48.5	65.1
18 year olds	15.7	26.0	5.1	4.6	16.3	28.9	24.5	10.5	15.4
19 year olds	1.7	2.7	0.9	1.3	4.4	4.0	2.2	2.2	2.0
2010									
14–19 year olds	62.0	66.2	57.3	53.8	66.0	67.9	68.6	49.5	61.5
14 year olds	99.2	100.4	100.6	98.5	100.4	99.6	112.7	87.1	99.9
15 year olds	97.2	99.5	97.1	94.9	100.9	100.9	112.3	81.0	97.9
16 year olds	86.9	93.5	88.7	83.3	99.7	92.8	107.1	68.6	89.6
17 year olds	73.3	82.1	53.6	45.1	79.5	72.9	89.2	48.1	68.8
18 year olds	17.4	28.2	5.8	4.6	17.9	34.3	23.1	11.8	16.8
19 year olds	1.6	2.6	1.0	1.4	4.6	5.1	2.2	1.9	2.0
2011									
14–19 year olds	62.8	66.8	57.5	54.0	66.4	70.9	69.8	51.4	62.2
14 year olds	98.9	101.3	100.2	98.9	101.1	100.5	115.5	90.0	100.1
15 year olds	98.2	99.4	97.3	94.1	100.5	100.9	111.3	83.3	98.1
16 year olds	88.7	93.5	88.8	83.3	98.4	94.2	108.2	70.1	90.2
17 year olds	74.7	82.9	54.1	45.8	81.8	79.1	94.6	50.3	70.0
18 year olds	17.8	28.4	5.7	4.7	18.9	38.9	23.6	12.1	17.1
19 year olds	1.5	2.7	0.9	1.4	4.6	8.5	2.1	2.4	2.1
2012									
14–19 year olds	62.9	66.9	57.8	54.2	67.8	71.0	72.7	51.7	62.4
14 year olds	99.7	101.3	101.2	99.4	101.6	98.9	114.8	90.7	100.6
15 year olds	97.9	99.9	97.4	94.8	101.5	99.9	114.9	84.4	98.4
16 year olds	90.0	94.3	89.8	83.6	99.2	95.0	108.8	71.0	91.1
17 year olds	74.8	83.3	54.6	46.1	84.5	81.3	97.7	51.7	70.5
18 year olds	18.0	28.8	5.6	4.4	21.1	41.0	27.8	11.7	17.5
19 year olds	1.3	2.3	0.9	1.3	4.7	8.2	2.4	2.0	1.9

Table 4A.120 **School participation rates by age of students, all students, all schools (per cent) (a), (b), (c), (d), (e)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i> (f)	<i>SA</i>	<i>Tas</i>	<i>ACT</i> (g)	<i>NT</i>	<i>Aust</i>
(a)	Proportion of the population who were not of compulsory school age in some jurisdictions, but who were enrolled as full time or part time students in August. Since 2010, the National Youth Participation Requirement specifies the requirements for participation in full time education, training or employment (section 4.1 of the School education chapter).								
(b)	The estimated resident population (ERP) data from which the rates are derived are primarily based on population estimates from the five yearly population Censuses. ERP data for 2008 and 2009 are based on the 2006 Census. ERP data for 2010, 2011 and 2012 are based on the 2011 Census.								
(c)	Refer to figure 4.1 in the School education chapter for information on structures for schooling.								
(d)	Age at 1 July.								
(e)	Different school commencement ages across some state and territories may affect comparisons between jurisdictions.								
(f)	Data for WA have been affected by changes in scope and coverage over time.								
(g)	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. Participation rates in the ACT exceed 100 per cent as a result of NSW residents from surrounding areas enrolling in ACT schools.								

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.121

Table 4A.121 **Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2012 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (d)</i>	<i>Tas (d)</i>	<i>(e)</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust</i>
All students (f)										
Government schools										
To year 10	102.1	103.4	102.8	110.2	104.9		98.8	104.6	89.0	103.1
To year 11	88.6	95.3	93.2	105.0	107.5		92.1	130.3	75.0	94.7
To year 12 (total)	70.5	77.2	78.5	77.1	84.2		67.8	104.7	62.1	75.8
To year 12 (male)	65.5	71.0	74.5	72.6	77.0		64.0	104.3	61.1	70.8
To year 12 (female)	75.8	83.9	82.7	82.1	91.9		71.9	105.2	63.3	81.1
All schools										
To year 10	100.8	101.3	101.4	104.0	103.5		98.6	102.5	87.4	101.3
To year 11	88.6	95.1	95.1	99.3	106.0		86.2	107.1	72.4	94.0
To year 12 (total)	75.0	82.2	83.7	79.5	88.8		67.6	89.8	55.6	79.9
To year 12 (male)	70.8	76.7	80.9	75.7	83.3		63.4	88.8	54.5	75.8
To year 12 (female)	79.3	88.0	86.7	83.7	94.6		72.0	90.9	56.7	84.3
Indigenous students (e), (f)										
Government schools										
To year 10	106.3	93.8	96.9	85.7	100.8		100.8	94.9	67.2	96.5
To year 11	70.6	71.3	75.9	74.5	99.7		79.0	137.7	49.3	73.0
To year 12 (total)	43.0	44.9	54.9	34.6	67.4		44.4	78.4	35.3	46.6
To year 12 (male)	38.2	36.4	53.5	33.8	64.5		39.6	76.7	39.3	44.1
To year 12 (female)	48.0	53.3	56.4	35.5	70.4		49.0	80.6	31.5	49.1
All schools										
To year 10	106.6	100.2	97.9	90.9	101.1		101.1	96.3	75.9	98.4
To year 11	73.4	78.9	82.5	79.9	98.7		76.2	130.3	53.0	77.2
To year 12 (total)	47.2	51.1	62.1	41.2	69.4		45.7	63.1	32.7	51.1
To year 12 (male)	42.9	42.8	61.1	41.4	66.8		40.2	62.5	36.8	49.2
To year 12 (female)	51.5	59.2	63.2	41.0	71.9		50.6	63.8	29.0	52.9
Non-Indigenous students (f)										
Government schools										
To year 10	101.8	103.6	103.4	112.5	105.1		98.6	105.0	107.6	103.5
To year 11	89.8	95.7	94.8	108.0	107.9		93.2	130.1	100.2	96.2
To year 12 (total)	72.2	77.7	80.6	81.3	85.1		69.8	105.5	84.4	77.7
To year 12 (male)	67.2	71.6	76.4	76.4	77.7		66.0	105.2	77.5	72.5
To year 12 (female)	77.5	84.4	85.1	86.8	93.2		74.1	105.9	92.5	83.3
All schools										
To year 10	100.5	101.3	101.7	104.8	103.6		98.5	102.6	94.8	101.4
To year 11	89.3	95.3	96.0	100.6	106.2		86.9	106.7	86.0	94.8
To year 12 (total)	76.2	82.5	85.2	82.1	89.5		69.2	90.4	71.5	81.3
To year 12 (male)	72.0	77.1	82.3	77.9	83.9		64.9	89.5	65.3	77.0
To year 12 (female)	80.5	88.3	88.3	86.5	95.4		73.7	91.4	78.5	85.8

Table 4A.121 Apparent retention rates of full time secondary students from year 7/8 to years 10, 11 and 12, 2012 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d)	<i>Tas</i> (d)	(e)	<i>ACT</i> (e)	<i>NT</i>	<i>Aust</i>
(a)	The apparent retention rate is the percentage of full time students who continued to years 10, 11 and 12 from respective cohort groups at the commencement of their secondary schooling.									
(b)	Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.									
(c)	Ungraded students are not included in the calculation of apparent retention rates.									
(d)	The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.									
(e)	The small number of Indigenous students in some jurisdictions (Tasmania and the ACT) can result in large fluctuations in the apparent retention rates when disaggregated by sex and school sectors.									
(f)	Some students' Indigenous status is not stated. Students for whom Indigenous status is not stated are included in the data for 'Non-Indigenous students' and are included in the data for 'All students'. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions.									

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.122

Table 4A.122 Apparent retention rates of secondary students from years 10–12 (per cent) (a), (b), (c)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d) (e)	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008									
Full time secondary students									
Government schools	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
Non-government schools	79.9	90.6	90.1	79.6	87.7	71.8	74.7	49.2	84.6
All schools	72.3	80.9	77.6	72.3	74.3	64.9	86.4	66.5	75.6
Full time and part time secondary students									
Government schools	70.1	76.8	71.6	68.5	86.0	84.8	96.6	75.7	73.9
Non-government schools	80.3	90.8	90.3	79.6	93.6	72.0	74.8	53.9	85.2
All schools	74.0	82.5	78.2	72.8	88.9	80.8	86.5	68.9	78.2
2009									
Full time secondary students									
Government schools	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4
Non-government schools	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2
All schools	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
Full time and part time secondary students									
Government schools	71.0	78.7	73.8	69.9	88.4	91.9	100.4	66.6	75.6
Non-government schools	81.4	89.6	90.3	81.9	96.1	68.3	75.9	52.8	85.8
All schools	74.9	83.2	79.7	74.7	91.4	84.5	88.8	62.4	79.5
2010									
Full time secondary students									
Government schools	70.8	76.7	74.9	72.1	74.7	73.0	108.5	67.7	74.1
Non-government schools	80.6	89.7	91.6	83.1	90.0	65.9	73.9	48.3	85.4
All schools	74.5	82.1	81.0	76.5	80.6	70.7	91.8	61.4	78.5
Full time and part time secondary students									
Government schools	73.0	80.0	77.0	74.0	92.0	107.0	108.0	67.0	78.0
Non-government schools	81.0	90.0	92.0	83.0	94.0	66.0	74.0	49.0	86.0
All schools	76.0	84.0	82.0	77.0	93.0	94.0	92.0	61.0	81.0
2011									
Full time secondary students									
Government schools	73.0	77.0	74.8	72.3	79.3	70.4	102.0	66.9	75.0
Non-government schools	82.8	89.2	94.3	82.4	91.1	69.1	77.6	53.4	86.7
All schools	76.7	82.0	81.8	76.4	83.9	70.0	90.0	62.9	79.5
Full time and part time secondary students									
Government schools	75.1	79.4	76.5	74.5	91.2	100.7	103.6	66.4	78.5
Non-government schools	82.9	89.3	94.5	82.4	93.7	69.1	77.5	53.5	87.0
All schools	78.1	83.5	82.9	77.8	92.2	90.5	90.8	62.6	81.8
2012									
Full time secondary students									

Table 4A.122 Apparent retention rates of secondary students from years 10–12 (per cent) (a), (b), (c)

This table has changed since the Report release in January 2014. See errata at <http://www.pc.gov.au/gsp/rogs/childcare-education-training>.

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i> (d) (e)	<i>Tas</i> (d) (e)	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Government schools	70.7	75.7	76.6	75.0	82.2	67.1	100.7	68.2	74.8
Non-government schools	83.5	89.1	91.9	81.7	92.6	67.3	76.4	49.7	86.4
All schools	75.5	81.2	82.2	77.8	86.3	67.1	89.3	62.1	79.3
Full time and part time secondary students									
Government schools	73.0	77.9	78.5	77.2	92.4	93.8	101.9	69.4	78.2
Non-government schools	83.5	89.3	92.1	81.7	94.5	67.3	76.4	50.2	86.6
All schools	76.9	82.5	83.5	79.1	93.2	85.4	90.0	63.1	81.4

- (a) The apparent rate is the percentage of full time students who continued to year 12 from respective cohort groups in year 10.
- (b) Retention rates are affected by factors that vary across jurisdictions, so variations in apparent retention rates over time within jurisdictions may be more useful than comparisons across jurisdictions. Retention rates can exceed 100 per cent for a variety of reasons, including student transfers between government and non-government schools occurring after the base year.
- (c) Ungraded students are not included in the calculation of apparent retention rates.
- (d) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.
- (e) Inclusion of part time students in the calculation of apparent retention rates increases the apparent retention rates in SA and Tasmania due to a significant number of part-time adult learners (in Tasmania) and other students recorded as year 12 that were not part of the original year 10 cohort two years prior.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra; ABS (unpublished) *Schools Australia* (various years).

TABLE 4A.123

Table 4A.123 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2003	97.1	98.0	100.8	100.4	98.1	98.9	99.3	85.0	98.5
2004	96.6	97.3	100.3	100.5	98.2	99.6	99.8	85.9	98.1
2005	96.3	98.0	99.9	101.0	99.1	100.2	99.2	94.2	98.3
2006	96.4	98.2	100.7	102.0	100.1	99.9	98.6	90.4	98.6
2007	97.0	98.7	101.1	102.0	101.2	99.6	97.9	88.0	99.1
2008	97.3	98.8	101.8	102.3	101.6	100.4	98.9	86.3	99.4
2009	97.2	100.0	101.4	102.5	102.8	99.7	99.3	88.0	99.8
2010	99.3	101.2	101.8	102.2	102.9	100.7	100.5	89.4	100.8
2011	101.1	100.7	101.4	101.5	103.2	101.3	101.3	88.7	101.1
2012	100.8	101.3	101.4	104.0	103.5	98.6	102.5	87.4	101.3
Indigenous students									
2003	82.1	74.8	94.9	94.0	83.5	105.8	91.2	61.0	87.2
2004	81.2	81.1	90.2	90.2	81.9	107.0	98.5	68.9	85.8
2005	80.2	81.2	91.8	92.8	86.7	103.2	101.2	91.2	88.3
2006	83.7	91.1	96.9	96.6	82.0	100.7	88.9	89.4	91.3
2007	84.0	88.3	95.8	96.2	87.6	99.8	102.4	81.8	90.5
2008	85.1	81.7	97.3	94.5	95.6	103.5	78.4	71.9	89.8
2009	87.6	80.4	97.8	91.2	98.0	107.3	97.4	75.0	90.9
2010	98.0	90.7	99.6	90.7	99.2	110.8	96.4	81.0	95.8
2011	106.1	95.0	97.5	92.4	102.0	115.2	106.7	83.3	98.7
2012	106.6	100.2	97.9	90.9	101.1	101.1	96.3	75.9	98.4
Non-Indigenous students									
2003	97.6	98.2	101.1	100.7	98.5	98.5	99.4	93.7	98.9
2004	97.1	97.5	100.9	101.2	98.7	99.1	99.8	93.1	98.5
2005	96.8	98.1	100.4	101.6	99.5	100.0	99.1	95.5	98.6
2006	96.8	98.3	100.9	102.4	100.6	99.8	98.8	90.9	98.9
2007	97.4	98.8	101.4	102.4	101.7	99.6	97.8	91.4	99.4
2008	97.8	99.0	102.1	102.9	101.8	100.1	99.3	96.3	99.9
2009	97.6	100.2	101.7	103.3	103.0	99.2	99.3	97.1	100.1
2010	99.4	101.3	102.0	103.0	103.0	100.0	100.6	95.2	101.0
2011	100.9	100.8	101.6	102.2	103.2	100.3	101.2	92.5	101.3
2012	100.5	101.3	101.7	104.8	103.6	98.5	102.6	94.8	101.4
Year 7 or 8 to year 12									
All students									
2003	70.5	81.4	81.5	71.2	67.1	74.9	89.7	56.3	75.4
2004	71.1	81.1	81.2	72.6	68.0	76.4	88.5	59.0	75.7
2005	71.1	80.6	79.9	72.5	70.7	67.1	87.5	59.1	75.3
2006	70.5	79.9	78.8	71.8	71.5	64.8	88.7	58.4	74.7

TABLE 4A.123

Table 4A.123 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007	69.7	80.1	78.5	70.3	72.7	65.4	85.2	61.7	74.3
2008	69.6	79.4	78.1	73.8	74.4	64.8	85.2	60.1	74.6
2009	71.3	80.2	79.6	75.0	78.5	63.8	86.9	54.8	76.0
2010	72.5	81.1	82.5	78.3	81.9	71.0	90.8	53.0	78.0
2011	74.6	82.0	83.0	78.4	86.3	69.8	89.4	55.3	79.3
2012	75.0	82.2	83.7	79.5	88.8	67.6	89.8	55.6	79.9
Indigenous students									
2003	31.9	37.1	55.9	26.3	28.5	55.8	67.1	25.6	39.1
2004	31.7	36.5	56.7	27.0	34.1	59.0	88.3	30.2	39.8
2005	31.1	41.4	54.1	28.8	33.3	47.8	60.3	37.9	39.5
2006	30.6	38.4	54.3	31.3	37.5	40.1	59.1	40.5	40.1
2007	34.0	46.1	56.5	29.5	43.9	45.5	59.8	45.9	42.9
2008	36.1	46.4	61.3	42.7	48.2	36.7	53.1	49.7	47.2
2009	36.7	43.4	58.0	39.7	56.0	39.7	69.5	34.5	45.4
2010	38.6	41.8	62.3	42.9	62.1	43.4	58.8	29.8	47.2
2011	42.9	46.9	60.5	40.3	68.4	44.7	76.3	32.9	48.7
2012	47.2	51.1	62.1	41.2	69.4	45.7	63.1	32.7	51.1
Non-Indigenous students									
2003	71.5	81.7	82.8	73.5	68.1	76.0	90.1	67.1	76.5
2004	72.3	81.4	82.4	75.1	69.0	77.3	88.5	69.3	76.9
2005	72.3	80.9	81.3	75.1	71.8	68.2	87.9	66.7	76.6
2006	71.8	80.2	80.2	74.2	72.4	66.3	89.2	66.0	76.0
2007	70.9	80.4	79.8	72.9	73.6	66.7	85.6	68.3	75.6
2008	70.8	79.7	79.1	75.8	75.2	66.8	85.8	64.8	75.6
2009	72.6	80.5	81.0	77.3	79.3	65.4	87.2	66.2	77.3
2010	73.9	81.5	83.8	80.7	82.6	73.0	91.4	69.3	79.4
2011	75.9	82.4	84.5	81.0	86.9	71.6	89.6	71.0	80.7
2012	76.2	82.5	85.2	82.1	89.5	69.2	90.4	71.5	81.3
Year 10 to year 12									
All students									
2003	72.7	82.9	81.5	70.6	70.8	76.4	90.3	68.7	76.9
2004	73.2	83.0	80.8	72.4	71.6	76.3	88.4	75.2	77.2
2005	73.2	82.2	79.3	72.2	72.1	67.8	88.1	69.5	76.5
2006	73.0	82.1	78.6	71.4	72.7	65.0	88.9	68.0	76.2
2007	72.4	81.8	78.6	69.5	73.3	65.3	85.9	65.5	75.6
2008	72.3	80.9	77.6	72.3	74.3	64.9	86.4	66.5	75.6
2009	73.5	81.2	78.8	73.5	77.5	64.1	88.8	62.3	76.7
2010	74.5	82.1	81.0	76.5	80.6	70.7	91.8	61.4	78.5
2011	76.7	82.0	81.8	76.4	83.9	70.0	90.0	62.9	79.5
2012	75.5	81.2	82.2	77.8	86.3	67.1	89.3	62.1	79.3

TABLE 4A.123

Table 4A.123 **Apparent retention rates of full time secondary students, all schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2003	38.4	44.4	60.8	29.3	36.6	53.1	79.7	44.3	45.7
2004	37.8	44.7	60.8	30.1	44.2	54.5	74.6	49.2	46.0
2005	37.9	55.4	57.0	30.7	39.9	45.2	66.1	62.2	45.3
2006	37.7	47.4	60.2	34.6	45.7	37.5	60.0	58.8	46.8
2007	42.4	56.7	61.5	31.8	50.6	44.1	59.0	50.3	48.5
2008	43.1	50.9	63.3	44.2	58.8	36.4	59.7	55.6	51.7
2009	43.7	49.1	60.6	41.3	63.9	39.8	67.9	42.2	50.1
2010	45.3	51.2	64.0	45.4	64.9	41.9	75.0	41.4	52.5
2011	49.0	58.3	61.8	44.2	69.8	41.6	78.4	43.8	53.5
2012	48.1	56.3	62.4	45.4	70.0	41.2	65.4	40.3	53.3
Non-Indigenous students									
2003	73.4	83.1	82.4	72.5	71.5	77.8	90.5	74.2	77.7
2004	74.1	83.2	81.8	74.5	72.2	77.5	88.6	81.9	78.1
2005	74.1	82.4	80.3	74.5	72.8	69.2	88.4	71.2	77.5
2006	73.9	82.3	79.5	73.4	73.4	66.9	89.3	70.9	77.1
2007	73.3	82.0	79.5	71.8	73.9	66.7	86.4	71.5	76.6
2008	73.1	81.1	78.4	74.1	74.7	67.0	86.8	71.3	76.5
2009	74.5	81.4	79.8	75.5	77.9	65.7	89.2	72.4	77.7
2010	75.5	82.3	82.0	78.4	81.1	72.9	92.1	71.9	79.5
2011	77.7	82.2	83.1	78.4	84.3	72.2	90.2	73.1	80.6
2012	76.6	81.5	83.6	79.7	86.9	69.2	89.8	75.1	80.4

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are included in the figures for 'Non-Indigenous students' and these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.124

Table 4A.124 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2003	96.0	96.2	100.5	98.6	95.8	97.4	100.0	92.5	97.3
2004	95.4	95.7	99.2	98.7	95.8	98.0	102.1	91.5	96.8
2005	95.1	96.9	98.4	99.2	97.4	99.4	100.0	91.7	97.0
2006	95.5	96.8	99.4	100.9	98.0	99.3	99.4	90.6	97.5
2007	96.3	97.0	100.5	101.9	100.4	98.5	99.1	89.2	98.3
2008	96.6	97.3	101.2	102.0	100.7	99.9	98.9	88.6	98.6
2009	96.5	99.4	102.1	103.5	102.5	98.9	98.6	95.1	99.6
2010	99.8	101.9	102.4	102.7	102.4	101.0	104.0	91.1	101.3
2011	102.3	101.9	101.9	103.6	104.2	102.2	101.6	84.4	102.1
2012	102.1	103.4	102.8	110.2	104.9	98.8	104.6	89.0	103.1
Indigenous students									
2003	81.0	74.2	91.2	93.2	83.4	105.3	96.1	86.5	87.3
2004	79.9	78.0	87.2	86.9	79.7	104.1	108.2	85.7	84.8
2005	77.6	77.2	90.6	88.7	86.2	100.8	100.0	81.3	85.2
2006	80.0	85.6	95.5	92.4	80.3	99.8	87.9	85.1	88.1
2007	80.5	82.1	93.9	96.3	87.0	98.4	84.1	82.7	88.4
2008	81.4	76.6	93.7	94.3	95.7	103.0	69.9	70.0	87.3
2009	84.1	80.3	94.1	90.6	93.2	105.5	91.5	75.3	88.5
2010	95.2	86.0	96.5	86.7	98.6	114.5	104.1	73.2	92.8
2011	104.5	85.5	94.2	90.9	102.9	118.8	101.4	66.2	95.0
2012	106.3	93.8	96.9	85.7	100.8	100.8	94.9	67.2	96.5
Non-Indigenous students									
2003	96.7	96.4	101.2	99.1	96.2	96.9	100.1	94.3	97.8
2004	96.1	95.9	100.1	99.6	96.4	97.5	102.0	94.1	97.4
2005	96.0	97.2	99.0	100.1	97.9	99.3	100.0	96.8	97.6
2006	96.3	97.0	99.7	101.7	98.8	99.2	99.7	93.7	98.0
2007	97.2	97.2	101.0	102.4	101.1	98.5	99.4	93.2	98.8
2008	97.5	97.6	101.9	102.8	100.9	99.6	99.7	103.8	99.3
2009	97.2	99.7	102.8	104.8	102.9	98.2	98.8	111.9	100.3
2010	100.1	102.2	103.0	104.3	102.6	99.8	104.0	105.9	101.9
2011	102.2	102.2	102.6	104.8	104.3	100.7	101.7	102.2	102.6
2012	101.8	103.6	103.4	112.5	105.1	98.6	105.0	107.6	103.5
Year 7 or 8 to year 12									
All students									
2003	65.0	74.9	76.1	64.8	56.8	74.5	101.0	69.0	69.6
2004	65.8	74.4	75.3	65.9	58.0	76.0	100.5	72.0	69.9
2005	65.8	74.0	73.0	65.4	61.7	65.5	99.6	70.5	69.4
2006	65.1	72.6	71.6	65.1	61.9	63.2	103.2	72.3	68.5

TABLE 4A.124

Table 4A.124 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007	64.5	73.9	71.1	63.1	64.0	63.3	96.6	69.4	68.3
2008	64.6	71.9	70.3	68.2	64.7	61.3	95.9	67.6	68.3
2009	66.3	73.2	72.8	69.2	69.1	61.3	99.5	61.2	70.1
2010	68.4	74.7	75.8	73.5	75.2	72.9	107.2	60.0	73.1
2011	70.5	76.6	76.4	74.8	81.3	69.6	100.6	63.7	74.7
2012	70.5	77.2	78.5	77.1	84.2	67.8	104.7	62.1	75.8
Indigenous students									
2003	29.2	34.5	50.6	21.6	25.4	55.8	69.8	38.1	36.4
2004	29.9	33.8	51.3	23.7	31.4	60.2	106.7	41.7	37.3
2005	29.4	37.8	50.1	24.3	31.3	46.0	68.6	47.5	36.9
2006	28.7	35.1	50.0	28.5	34.3	38.9	71.4	48.1	37.5
2007	30.9	40.9	52.1	25.5	40.9	44.8	64.6	45.1	39.1
2008	32.2	41.0	55.6	40.2	43.9	35.0	45.5	47.1	42.7
2009	33.1	38.4	52.9	37.6	50.8	39.7	71.4	37.1	41.9
2010	35.1	39.0	54.4	39.3	59.7	42.8	65.8	33.6	43.4
2011	39.2	44.8	52.2	36.7	64.2	42.2	81.4	36.8	44.6
2012	43.0	44.9	54.9	34.6	67.4	44.4	78.4	35.3	46.6
Non-Indigenous students									
2003	66.3	75.3	77.7	67.6	57.8	75.8	101.7	77.4	71.0
2004	67.3	74.9	76.7	69.0	59.0	77.1	100.4	80.9	71.3
2005	67.4	74.4	74.6	68.7	62.8	67.0	100.2	77.6	70.9
2006	66.8	73.0	73.2	68.1	63.0	65.2	103.8	83.2	70.1
2007	66.2	74.3	72.6	66.4	65.0	64.8	97.4	81.3	69.9
2008	66.2	72.2	71.4	70.8	65.7	63.8	97.2	79.1	69.7
2009	68.2	73.7	74.4	72.2	70.1	63.2	100.2	76.3	71.8
2010	70.4	75.2	77.6	76.8	76.0	75.7	108.4	81.4	74.9
2011	72.2	77.1	78.5	78.6	82.1	72.2	101.0	86.5	76.6
2012	72.2	77.7	80.6	81.3	85.1	69.8	105.5	84.4	77.7
Year 10 to year 12									
All students									
2003	68.1	77.3	76.4	64.8	61.8	76.4	101.0	78.7	71.9
2004	68.6	77.2	75.0	66.7	62.9	76.5	100.8	90.8	72.2
2005	68.5	77.0	72.7	66.3	64.4	67.2	99.5	76.2	71.3
2006	68.2	75.8	72.2	66.0	64.6	64.4	101.1	79.0	70.8
2007	67.8	76.2	72.3	63.7	65.7	63.7	96.6	75.7	70.5
2008	67.6	74.2	70.7	67.6	66.0	61.8	96.6	74.6	70.1
2009	68.9	75.5	72.4	67.9	68.9	62.2	100.4	68.6	71.4
2010	70.8	76.7	74.9	72.1	74.7	73.0	108.5	67.7	74.1
2011	73.0	77.0	74.8	72.3	79.3	70.4	102.0	66.9	75.0
2012	70.7	75.7	76.6	75.0	82.2	67.1	100.7	68.2	74.8

TABLE 4A.124

Table 4A.124 **Apparent retention rates of full time secondary students, government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2003	36.3	43.8	59.0	25.5	32.9	52.3	88.0	51.7	43.6
2004	36.6	43.7	57.4	27.8	40.5	56.6	87.3	56.9	44.0
2005	36.3	51.0	55.0	26.1	37.5	43.7	71.4	54.9	42.3
2006	35.9	45.0	57.3	32.7	43.1	37.4	66.0	56.1	44.3
2007	39.8	53.0	57.5	28.8	47.4	44.4	64.6	55.5	46.0
2008	40.2	48.0	58.2	43.5	54.7	35.0	51.7	55.3	48.4
2009	41.1	46.7	56.3	39.0	58.4	40.3	84.9	44.8	47.5
2010	43.1	50.9	58.1	41.6	62.3	41.5	94.1	48.0	49.7
2011	46.7	55.8	55.4	40.6	68.8	40.0	88.9	48.9	50.4
2012	45.2	52.2	56.9	39.9	68.4	38.8	75.3	48.2	50.2
Non-Indigenous students									
2003	69.1	77.6	77.4	67.0	62.6	78.2	101.3	84.6	72.9
2004	69.8	77.5	76.0	69.2	63.6	77.9	101.1	99.8	73.2
2005	69.7	77.2	73.8	69.3	65.3	69.1	100.1	82.3	72.5
2006	69.5	76.1	73.1	68.4	65.3	66.9	101.8	88.4	72.0
2007	68.9	76.5	73.3	66.4	66.4	65.3	97.4	84.0	71.6
2008	68.7	74.5	71.6	69.7	66.4	64.3	97.6	84.4	71.1
2009	70.2	75.8	73.7	70.5	69.4	64.2	100.7	81.8	72.7
2010	72.2	77.1	76.2	74.8	75.3	76.0	108.8	78.4	75.4
2011	74.3	77.3	76.4	75.0	79.7	73.5	102.3	77.2	76.4
2012	72.2	76.1	78.3	77.9	82.9	70.0	101.5	79.7	76.2

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are included in the figures for 'Non-Indigenous students' and these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.125

Table 4A.125 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Year 7 or 8 to year 10									
All students									
2003	99.1	100.8	101.4	103.5	102.6	102.4	98.5	72.0	100.5
2004	98.6	99.9	102.4	103.7	102.7	103.3	97.3	75.1	100.4
2005	98.2	99.5	102.6	104.1	102.3	102.0	98.2	99.9	100.4
2006	97.8	100.3	102.9	103.8	103.5	101.3	97.8	90.1	100.5
2007	98.0	101.3	102.1	102.3	102.6	102.3	96.6	85.5	100.4
2008	98.5	101.0	102.9	102.8	103.0	101.5	98.9	81.7	100.7
2009	98.5	100.9	100.3	101.2	103.4	101.6	100.1	75.1	100.0
2010	98.6	100.2	100.8	101.5	103.6	100.0	96.9	86.1	100.0
2011	99.2	99.1	100.5	98.9	101.6	99.5	101.0	97.7	99.6
2012	98.7	98.4	99.2	97.3	101.5	98.4	100.3	84.1	98.7
Indigenous students									
2003	92.7	80.0	113.7	98.7	84.6	109.3	76.5	27.1	86.8
2004	94.5	118.4	102.9	106.9	104.0	141.9	70.6	31.8	92.0
2005	104.6	117.3	97.2	113.4	91.4	125.0	105.9	123.8	106.2
2006	117.9	140.7	103.5	119.1	96.8	108.2	93.3	104.9	110.5
2007	114.7	156.3	104.0	95.8	93.0	111.6	163.2	79.6	102.3
2008	116.3	119.8	113.1	95.2	95.1	106.6	104.2	76.8	103.6
2009	113.8	81.0	115.1	94.4	135.3	122.4	117.6	74.2	103.4
2010	118.7	127.7	112.3	111.8	104.1	92.4	81.1	102.1	110.9
2011	117.1	165.1	111.4	99.1	95.7	97.2	125.0	157.5	117.2
2012	108.3	135.2	101.8	108.0	104.0	103.2	100.0	109.2	107.0
Non-Indigenous students									
2003	99.1	100.9	101.1	103.6	102.8	102.3	98.7	92.5	100.7
2004	98.7	99.9	102.4	103.7	102.6	102.7	97.5	91.2	100.5
2005	98.2	99.5	102.7	103.9	102.3	101.5	98.1	93.1	100.3
2006	97.6	100.2	102.9	103.4	103.6	101.1	97.8	86.1	100.3
2007	97.9	101.2	102.0	102.4	102.7	102.1	96.0	88.1	100.4
2008	98.4	101.0	102.6	103.0	103.1	101.3	98.8	84.3	100.7
2009	98.3	101.0	99.8	101.4	103.1	101.1	100.0	75.5	99.9
2010	98.3	100.1	100.4	101.2	103.5	100.3	97.1	78.4	99.8
2011	98.9	98.9	100.1	98.9	101.7	99.6	100.8	79.1	99.3
2012	98.6	98.2	99.1	97.0	101.4	98.2	100.3	75.6	98.6
Year 7 or 8 to year 12									
All students									
2003	81.1	92.1	91.7	83.8	88.8	75.9	75.2	33.3	86.1
2004	81.0	91.9	92.2	84.9	88.4	77.3	73.1	33.1	86.3
2005	80.6	91.0	92.5	85.2	88.4	70.9	73.3	39.0	85.8
2006	79.8	91.4	92.3	83.1	88.9	68.7	72.6	31.8	85.3

TABLE 4A.125

Table 4A.125 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007	78.6	89.5	92.5	82.1	88.0	70.4	71.7	44.7	84.4
2008	78.2	90.9	92.7	82.6	90.7	72.7	73.0	44.3	85.0
2009	79.5	90.6	91.9	83.7	93.7	69.6	73.3	41.7	85.5
2010	79.4	90.6	94.3	85.3	92.7	66.9	73.1	39.5	86.0
2011	81.5	90.0	94.6	83.4	94.2	70.2	77.7	40.1	86.7
2012	82.3	89.3	92.7	82.9	95.9	67.3	74.0	42.8	86.4
Indigenous students									
2003	59.7	66.7	85.8	51.4	62.5	55.8	57.9	11.4	54.7
2004	51.2	65.7	79.5	46.2	60.0	50.0	33.3	14.4	53.3
2005	47.3	70.0	74.2	53.8	51.9	60.5	35.3	25.3	53.9
2006	50.0	78.9	72.6	45.6	68.0	54.8	23.5	23.6	55.0
2007	62.6	92.3	75.4	49.3	70.7	52.5	41.2	48.3	64.2
2008	72.4	94.4	87.9	56.2	85.7	51.0	86.7	59.0	74.3
2009	68.8	97.9	81.2	50.0	100.0	39.5	63.2	28.1	64.4
2010	68.0	63.0	97.0	61.9	85.2	47.5	37.5	20.3	67.5
2011	70.3	57.8	99.1	58.2	101.5	65.3	58.8	22.5	69.9
2012	77.0	100.0	91.9	75.8	86.5	51.9	32.4	25.5	73.3
Non-Indigenous students									
2003	81.2	92.1	91.8	84.5	89.0	76.4	75.3	44.7	86.6
2004	81.2	91.9	92.6	85.7	88.6	77.8	73.4	42.4	86.7
2005	80.9	91.0	92.9	86.0	88.7	71.1	73.6	45.3	86.3
2006	80.0	91.4	92.9	84.0	89.0	68.9	72.9	34.9	85.8
2007	78.7	89.5	93.0	83.0	88.1	70.8	71.9	43.7	84.8
2008	78.2	90.9	92.9	83.2	90.8	73.2	72.9	40.4	85.2
2009	79.6	90.6	92.2	84.7	93.6	70.3	73.4	47.7	85.9
2010	79.5	90.7	94.2	85.9	92.7	67.4	73.4	49.6	86.3
2011	81.7	90.1	94.4	84.0	94.1	70.3	77.8	48.4	87.0
2012	82.4	89.3	92.7	83.1	96.0	67.8	74.7	51.1	86.6
Year 10 to year 12									
All students									
2003	81.0	91.8	90.6	81.9	87.9	76.2	76.3	46.5	85.9
2004	81.3	91.9	91.5	82.4	87.7	75.9	72.6	43.1	86.1
2005	81.3	90.2	91.2	82.3	86.2	69.2	74.5	54.2	85.4
2006	80.9	91.5	90.2	80.1	86.6	66.5	74.6	42.4	85.0
2007	80.0	90.0	90.1	78.8	86.0	69.0	73.0	44.7	84.1
2008	79.9	90.6	90.1	79.6	87.7	71.8	74.7	49.2	84.6
2009	81.1	89.4	90.0	81.9	91.3	68.1	75.9	48.7	85.2
2010	80.6	89.7	91.6	83.1	90.0	65.9	73.9	48.3	85.4
2011	82.8	89.2	94.3	82.4	91.1	69.1	77.6	53.4	86.7
2012	83.5	89.1	91.9	81.7	92.6	67.3	76.4	49.7	86.4

TABLE 4A.125

Table 4A.125 **Apparent retention rates of full time secondary students, non-government schools (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Indigenous students									
2003	54.7	48.9	67.8	44.4	71.4	60.0	57.9	28.8	55.6
2004	48.1	51.1	72.5	40.1	81.1	40.0	31.3	32.2	55.5
2005	51.1	87.5	65.3	54.5	61.4	55.3	46.2	93.2	62.1
2006	52.9	66.7	70.5	42.6	65.4	38.6	33.3	74.3	59.8
2007	59.9	78.7	77.5	43.5	77.4	42.0	38.9	39.0	60.4
2008	61.4	67.1	84.9	47.2	88.5	47.2	92.9	56.3	67.2
2009	59.9	62.7	78.0	52.2	107.6	35.4	38.7	35.2	63.0
2010	58.5	52.6	85.8	65.1	89.7	44.6	36.0	26.4	65.2
2011	61.8	71.3	86.0	61.7	75.0	53.3	50.0	30.3	67.6
2012	64.9	78.3	81.8	67.8	83.1	56.2	40.0	25.0	66.1
Non-Indigenous students									
2003	81.2	91.9	91.2	82.9	88.0	76.6	76.5	50.6	86.3
2004	81.6	92.0	92.1	83.5	87.7	76.7	73.0	45.8	86.5
2005	81.6	90.2	91.9	83.0	86.3	69.5	74.6	49.0	85.7
2006	81.1	91.5	90.8	81.1	86.7	67.1	74.8	38.2	85.4
2007	80.2	90.0	90.5	79.9	86.1	69.7	73.3	46.9	84.5
2008	80.1	90.7	90.2	80.5	87.6	72.4	74.5	46.9	84.9
2009	81.3	89.5	90.4	82.6	91.1	68.8	76.4	54.2	85.6
2010	80.9	89.8	91.8	83.5	90.0	66.5	74.3	58.9	85.8
2011	83.1	89.2	94.6	82.9	91.3	69.5	77.8	64.1	87.0
2012	83.8	89.2	92.3	82.1	92.7	67.6	76.9	65.3	86.8

- (a) The apparent retention rate from year 7 or 8 to year 10 or year 12 is from year 8 to year 10 or 12 for Queensland, WA and SA and from year 7 to 10 or 12 for all other jurisdictions. The apparent retention rate from year 7 or 8 to year 10 or year 12 is the percentage of full time students who continued to year 10 or year 12 from respective cohort groups at the commencement of their secondary schooling. The apparent retention rate from year 10 to year 12 is the percentage of full time students who continued to year 12 from respective cohort groups at year 10. Calculations are based on full time student numbers. Relatively small changes in student numbers can create apparently large movements in apparent retention rates for apparent retention rates calculated for small populations.
- (b) Some students' Indigenous status is not stated. Consequently, the number of Indigenous students counted in the Indigenous rates may be underrepresented in some jurisdictions. Students for whom Indigenous status is 'not stated' are included in the figures for 'Non-Indigenous students' and these students are included in the figures for 'All students'.
- (c) Ungraded students are not included in the calculation of apparent retention rates. This exclusion has particular implications for the NT, prior to 2008, where 10.9 per cent of Indigenous secondary students are ungraded in 2007 (compared with an average of 4.2 per cent for the rest of Australia, but since 2008 the NT proportion of ungraded students has substantially reduced), and this should be considered when interpreting these data.
- (d) Data for WA have been affected by changes in scope and coverage over time.
- (e) The exclusion of part time students from standard apparent retention rate calculations has particular implications for the interpretation of results for SA and Tasmania.

Source: ABS 2013, *Schools Australia 2012*, Cat. no. 4221.0, Canberra.

TABLE 4A.126

Table 4A.126 **Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008									
Low socioeconomic status deciles									
Male students	57	61	53	49	44	43	np	13	54
Female students	70	73	68	62	65	58	np	17	68
All students	64	67	60	55	54	51	np	15	61
Medium socioeconomic status deciles									
Male students	60	66	61	57	58	57	np	37	61
Female students	72	81	73	74	78	65	np	42	74
All students	66	73	67	65	68	61	np	39	68
High socioeconomic status deciles									
Male students	73	80	66	66	74	69	75	np	73
Female students	82	89	74	77	84	76	77	np	82
All students	77	85	70	71	79	72	76	np	77
Total									
Male students	63	70	60	59	56	52	73	30	63
Female students	74	82	72	73	75	63	75	36	75
All students	68	75	66	66	65	58	74	33	69
2009									
Low socioeconomic status deciles									
Male students	56	65	56	50	46	26	np	14	55
Female students	69	73	69	62	68	39	np	18	67
All students	62	69	62	56	57	32	np	16	61
Medium socioeconomic status deciles									
Male students	61	71	61	59	61	37	np	36	62
Female students	71	79	74	72	75	47	np	45	73
All students	66	75	67	65	68	42	np	40	68
High socioeconomic status deciles									
Male students	73	79	67	68	71	57	73	np	72
Female students	80	85	75	75	89	55	77	np	80
All students	76	82	71	72	80	56	75	np	76
Total									
Male students	62	72	61	61	58	35	72	28	63
Female students	73	80	73	72	76	44	75	37	74
All students	67	76	67	66	66	39	74	33	68
2010									
Low socioeconomic status deciles									
Male students	59	63	56	56	49	28	np	13	56
Female students	71	75	70	64	68	40	np	17	69
All students	65	69	63	60	58	34	np	15	62
Medium socioeconomic status deciles									

TABLE 4A.126

Table 4A.126 **Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Male students	63	70	65	68	59	43	np	34	65
Female students	73	82	73	77	77	50	np	48	75
All students	68	76	69	72	68	46	np	40	70
High socioeconomic status deciles									
Male students	75	80	68	73	70	49	74	np	74
Female students	81	88	75	78	84	64	79	np	81
All students	78	84	71	75	77	56	76	np	78
Total									
Male students	65	72	64	68	58	37	74	27	65
Female students	75	82	73	75	75	47	77	38	75
All students	70	77	68	71	66	42	75	32	70
2011									
Low socioeconomic status deciles									
Male students	61	65	58	58	62	29	np	14	59
Female students	76	77	70	68	83	40	np	17	73
All students	68	71	64	62	72	34	np	16	66
Medium socioeconomic status deciles									
Male students	65	72	66	68	72	41	np	46	67
Female students	76	82	75	78	84	55	np	54	78
All students	70	77	71	73	78	48	np	49	72
High socioeconomic status deciles									
Male students	76	83	70	72	80	54	71	np	76
Female students	83	87	74	79	87	63	84	np	82
All students	80	85	72	76	83	59	77	np	79
Total									
Male students	67	74	65	68	70	37	70	35	68
Female students	78	83	73	76	85	49	82	41	77
All students	72	78	69	72	77	43	76	38	72
2012									
Low socioeconomic status deciles									
Male students	62	68	59	60	71	34	np	15	61
Female students	74	77	71	69	85	47	np	21	73
All students	68	72	65	64	78	40	np	18	67
Medium socioeconomic status deciles									
Male students	65	75	66	70	79	45	np	42	69
Female students	74	83	77	79	89	56	np	57	78
All students	70	79	71	74	84	50	np	49	73
High socioeconomic status deciles									
Male students	76	84	71	73	86	60	81	np	77
Female students	83	88	75	77	93	69	84	np	82

TABLE 4A.126

Table 4A.126 **Completion rates, year 12, by socioeconomic status and sex, all schools (per cent) (a), (b), (c), (d), (e), (f)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA (g)</i>	<i>Tas (h)</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All students	80	86	73	75	90	64	82	np	80
Total									
Male students	67	76	65	70	77	42	81	34	69
Female students	77	83	75	76	89	53	82	44	78
All students	72	80	70	73	83	47	82	38	73

- (a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The 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.
- (b) The ABS Postal Area Index of Relative Socio-economic Disadvantage has been used to calculate socioeconomic status on the basis of postcode of students' home addresses.
- (c) Low socioeconomic status is the average of the three lowest deciles, medium socioeconomic status is the average of the four middle deciles and high socioeconomic status is the average of the three highest deciles.
- (d) A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications.
- (e) Rates may differ from previous reports as they have been revised using ERPs based on the 2011 Census.
- (f) In 2011 the SACE Board of South Australia introduced a new South Australian Certification of Education (SACE). 2011 data for South Australia include students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This constitutes a break in series for these data.
- (g) In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.

np Not published.

Source: Department of Education (unpublished).

TABLE 4A.127

Table 4A.127 **Completion rates, year 12, by locality and sex, all schools (per cent)**
(a), (b), (c), (d)

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e) (f)</i>	<i>Tas (e) (g)</i>	<i>ACT (e) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
2008									
Metropolitan zone									
Male students	66	72	61	60	60	62	73	..	65
Female students	75	82	71	73	75	69	75	..	76
All students	70	77	66	66	67	65	74	..	70
Provincial zone									
Male students	55	63	58	57	46	45	..	39	56
Female students	70	80	75	79	73	59	..	46	73
All students	62	71	66	68	59	52	..	43	64
Remote									
Male students	53	np	48	58	np	29	..	34	48
Female students	72	np	66	78	np	53	..	37	69
All students	62	np	56	68	np	40	..	35	58
Very remote									
Male students	48	..	47	37	np	np	..	10	32
Female students	61	..	66	41	np	np	..	14	41
All students	55	..	56	39	np	np	..	12	36
Total									
Male students	63	70	60	59	56	52	73	30	63
Female students	74	82	72	73	75	63	75	36	75
All students	68	75	66	66	65	58	74	33	69
2009									
Metropolitan zone									
Male students	65	73	62	62	60	43	72	..	66
Female students	74	79	72	71	75	46	75	..	74
All students	69	76	67	67	68	44	74	..	70
Provincial zone									
Male students	54	70	58	59	49	29	..	35	57
Female students	69	80	77	78	76	43	..	51	73
All students	61	75	67	68	62	36	..	42	65
Remote									
Male students	55	np	52	63	np	16	..	37	52
Female students	74	np	71	70	np	34	..	40	66
All students	64	np	61	67	np	25	..	38	59
Very remote									
Male students	64	..	46	34	np	np	..	9	30
Female students	50	..	62	49	np	np	..	12	41
All students	57	..	54	41	np	np	..	10	35
Total									
Male students	62	72	61	61	58	35	72	28	63

TABLE 4A.127

Table 4A.127 **Completion rates, year 12, by locality and sex, all schools (per cent)**
(a), (b), (c), (d)

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e) (f)</i>	<i>Tas (e) (g)</i>	<i>ACT (e) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Female students	73	80	73	72	76	44	75	37	74
All students	67	76	67	66	66	39	74	33	68
2010									
Metropolitan zone									
Male students	68	74	65	68	60	42	74	..	68
Female students	76	83	72	75	75	51	77	..	77
All students	72	78	69	71	67	47	75	..	72
Provincial zone									
Male students	56	65	61	68	48	32	..	38	58
Female students	70	80	75	81	76	45	..	52	73
All students	63	72	68	74	62	39	..	45	65
Remote									
Male students	54	np	54	69	np	25	..	27	53
Female students	72	np	72	74	np	26	..	37	69
All students	62	np	62	72	np	26	..	32	60
Very remote									
Male students	54	..	41	46	np	np	..	7	31
Female students	55	..	63	50	np	np	..	10	41
All students	55	..	51	48	np	np	..	9	36
Total									
Male students	65	72	64	68	58	37	74	27	65
Female students	75	82	73	75	75	47	77	38	75
All students	70	77	68	71	66	42	75	32	70
2011									
Metropolitan zone									
Male students	69	77	67	68	72	44	70	..	71
Female students	79	83	73	76	83	52	82	..	78
All students	74	80	70	72	78	48	76	..	74
Provincial zone									
Male students	59	65	62	68	62	33	..	48	60
Female students	74	82	76	82	87	47	..	56	76
All students	66	73	69	75	74	39	..	51	68
Remote									
Male students	53	np	54	72	np	14	..	38	58
Female students	77	np	79	80	np	33	..	46	76
All students	64	np	65	75	np	22	..	42	66
Very remote									
Male students	32	..	44	45	np	np	..	6	31
Female students	56	..	61	54	np	np	..	9	42
All students	44	..	52	49	np	np	..	8	36

TABLE 4A.127

Table 4A.127 **Completion rates, year 12, by locality and sex, all schools (per cent)**
(a), (b), (c), (d)

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e) (f)</i>	<i>Tas (e) (g)</i>	<i>ACT (e) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
Total									
Male students	67	74	65	68	70	37	70	35	68
Female students	78	83	73	76	85	49	82	41	77
All students	72	78	69	72	77	43	76	38	72
2012									
Metropolitan zone									
Male students	70	79	67	70	80	47	81	..	72
Female students	78	84	75	75	87	58	82	..	79
All students	74	81	71	72	83	52	82	..	76
Provincial zone									
Male students	58	69	61	70	70	38	..	46	61
Female students	72	80	76	81	93	50	..	59	75
All students	65	74	68	75	81	44	..	52	68
Remote									
Male students	55	np	54	76	np	21	..	34	59
Female students	76	np	75	83	np	40	..	49	75
All students	65	np	64	79	np	29	..	41	66
Very remote									
Male students	52	..	44	52	np	np	..	8	35
Female students	57	..	60	54	np	np	..	10	42
All students	55	..	51	53	np	np	..	9	38
Total									
Male students	67	76	65	70	77	42	81	34	69
Female students	77	83	75	76	89	53	82	44	78
All students	72	80	70	73	83	47	82	38	73

- (a) Completion rates are estimated by calculating the number of students who meet the requirements of a year 12 certificate or equivalent expressed as a percentage of the potential year 12 population. The 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.
- (b) Definitions are based on the agreed MCEECDYA (now SCSEEC) Geographic Location Classification.
- (c) Rates may differ from previous reports as they have been revised using ERPs based on the 2011 Census.
- (d) There are no very remote areas in Victoria and the ACT. The very remote population in Tasmania is too small to give meaningful results; therefore, the relevant Year 12 data have not been published since 2007. Additionally, for South Australia, numbers for 2011 are too small to give meaningful results and therefore are not published. This constitutes a break in series for these data.
- (e) In 2011 the SACE Board of South Australia introduced a new South Australian Certification of Education (SACE). 2011 data for South Australia include students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This constitutes a break in series for these data.

**Table 4A.127 Completion rates, year 12, by locality and sex, all schools (per cent)
(a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA (e) (f)</i>	<i>Tas (e) (g)</i>	<i>ACT (e) (h)</i>	<i>NT (h)</i>	<i>Aust</i>
(f)	In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.								
(g)	The ACT is included in the metropolitan zone. Darwin is included in the NT provincial zone.								
	.. Not applicable. np not published.								

Source: Department of Education (unpublished).

TABLE 4A.128

Table 4A.128 **School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2012 (a), (b), (c), (d), (e), (f)**

	<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(g) (h)</i>	<i>Aust(i)</i>
Year 12										
Attending in May 2012										
Higher Education	%	44.6 ± 10.7	55.5 ± 10.6	39.9 ± 9.6	47.3 ± 14.6	50.5 ± 13.9	38.9 ± 27.2	48.2 ± 20.9	np	46.6 ± 4.9
TAFE/Other study	%	25.4 ± 9.2	18.3 ± 8.8	22.4 ± 8.7	12.7 ± 6.2	13.1 ± 7.2	14.9 ± 15.2**	15.4 ± 14.0	np	20.4 ± 4.4
Total attending	%	70.1 ± 10.5	73.8 ± 8.0	62.3 ± 10.4	60.0 ± 14.7	63.5 ± 12.9	53.8 ± 26.0	63.6 ± 19.6	np	66.9 ± 4.5
Not attending in May 2012										
Full-time workers	%	12.4 ± 5.4	5.3 ± 3.8	15.4 ± 6.8	15.9 ± 9.5	8.9 ± 7.4	15.9 ± 19.2**	np	np	12.0 ± 2.4
Other (j)	%	17.6 ± 8.5	20.9 ± 7.2	22.3 ± 9.6	24.1 ± 11.1	27.6 ± 11.3	30.3 ± 17.2	np	np	21.1 ± 4.4
Total not attending	%	29.9 ± 10.5	26.2 ± 8.0	37.7 ± 10.4	40.0 ± 14.7	36.5 ± 12.9	46.2 ± 26.0	36.4 ± 19.6	np	33.1 ± 4.5
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Year 11 and below										
Attending in May 2012										
Higher Education	%	–	np	np	–	–	–	np	np	1.2 ± 1.3**
TAFE/Other study	%	45.1 ± 13.6	37.5 ± 13.4	33.2 ± 13.3	52.5 ± 23.6	37.4 ± 21.9	42.4 ± 26.1	–	np	39.9 ± 6.2
Total attending	%	45.1 ± 13.6	np	np	52.5 ± 23.6	37.4 ± 21.9	42.4 ± 26.1	np	np	41.1 ± 6.2
Not attending in May 2012										
Full-time workers	%	–	11.2 ± 10.3	14.7 ± 13.1	20.4 ± 16.2	15.0 ± 14.1	np	np	np	9.2 ± 3.9
Other (j)	%	54.9 ± 13.6	48.7 ± 15.6	50.2 ± 15.4	27.1 ± 22.4	47.6 ± 24.3	np	np	np	49.7 ± 6.0
Total not attending	%	54.9 ± 13.6	59.9 ± 11.4	64.9 ± 14.8	47.5 ± 23.6	62.6 ± 21.9	57.6 ± 26.1	86.1 ± 29.7	np	58.9 ± 6.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
All school leavers										
Attending in May 2012										
Higher Education	%	32.3 ± 8.1	43.3 ± 10.4	30.2 ± 8.8	35.5 ± 12.3	38.1 ± 12.0	25.1 ± 19.3	40.6 ± 18.7	np	34.9 ± 4.6
TAFE/Other study	%	30.9 ± 8.1	22.7 ± 7.9	25.1 ± 6.9	22.6 ± 8.0	19.0 ± 7.7	24.7 ± 16.0	12.0 ± 10.8	np	25.4 ± 3.2

TABLE 4A.128

Table 4A.128 **School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2012 (a), (b), (c), (d), (e), (f)**

	<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(g) (h)</i>	<i>Aust(i)</i>
Total attending	%	63.2 ± 8.4	66.0 ± 7.1	55.3 ± 7.3	58.1 ± 12.2	57.2 ± 13.0	49.7 ± 15.3	52.6 ± 17.3	np	60.3 ± 3.8
Not attending in May 2012										
Full-time workers	%	9.0 ± 4.0	6.7 ± 3.8	15.2 ± 6.4	17.0 ± 7.4	10.4 ± 6.4	12.7 ± 12.2	16.5 ± 13.3	np	11.2 ± 2.2
Other (j)	%	27.9 ± 7.8	27.4 ± 6.6	29.5 ± 7.1	24.8 ± 9.7	32.5 ± 11.9	37.5 ± 12.5	30.9 ± 15.8	np	28.4 ± 3.9
Total not attending	%	36.8 ± 8.4	34.0 ± 7.1	44.7 ± 7.3	41.9 ± 12.2	42.8 ± 13.0	50.3 ± 15.3	47.4 ± 17.3	np	39.7 ± 3.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Year 12										
Attending in May 2012										
Higher Education	'000	35.6	33.7	24.3	12.7	8.6	1.3	2.0	np	118.2
TAFE/Other study	'000	20.3	11.1	13.6	3.4	2.2	0.5**	0.6	np	51.7
Total attending	'000	55.8	44.8	37.9	16.1	10.8	1.8	2.6	np	169.9
Not attending in May 2012										
Full-time workers	'000	9.9	3.2	9.4	4.3	1.5	0.5**	np	np	30.3
Other (j)	'000	14.0	12.7	13.6	6.5	4.7	1.0	np	np	53.6
Total not attending	'000	23.8	15.9	23.0	10.7	6.2	1.5	1.5	np	83.9
Total	'000	79.7	60.8	60.9	26.9	17.0	3.3	4.1	1.2	253.8
Year 11 and below										
Attending in May 2012										
Higher Education	'000	–	np	np	–	–	–	np	np	1.1**
TAFE/Other study	'000	13.7	6.9	7.0	4.7	2.1	0.8**	–	np	35.1
Total attending	'000	13.7	np	np	4.7	2.1	0.8**	np	np	36.1
Not attending in May 2012										
Full-time workers	'000	–	2.0	3.1	1.8	0.8**	np	np	np	8.1
Other (j)	'000	16.7	8.9	10.6	2.4**	2.6	np	np	np	43.6

TABLE 4A.128

Table 4A.128 **School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2012 (a), (b), (c), (d), (e), (f)**

	<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(g) (h)</i>	<i>Aust(i)</i>
Total not attending	'000	16.7	11.0	13.7	4.2	3.4	1.1	1.0	np	51.7
Total	'000	30.4	18.3	21.1	8.9	5.5	1.8	1.2	0.7**	87.8
All school leavers										
Attending in May 2012										
Higher Education	'000	35.6	34.2	24.7	12.7	8.6	1.3	2.1	np	119.2
TAFE/Other study	'000	34.0	18.0	20.6	8.1	4.3	1.3	0.6	np	86.8
Total attending	'000	69.5	52.2	45.3	20.8	12.9	2.6	2.8	np	206.0
Not attending in May 2012										
Full-time workers	'000	9.9	5.3	12.5	6.1	2.3	0.7	0.9	np	38.4
Other (j)	'000	30.7	21.6	24.2	8.9	7.3	1.9	1.6	np	97.2
Total not attending	'000	40.5	26.9	36.6	15.0	9.7	2.6	2.5	np	135.6
Total	'000	110.0	79.1	82.0	35.8	22.5	5.1	5.2	1.8	341.6

- (a) Includes all people aged 15-24 years who left school in the previous year but not prior to May in the current year.
- (b) Estimates in italics have relative standard errors greater than 25 per cent and should be used with caution. Some SA, Tasmania, NT and Australian estimates have relative standard errors greater than 50 per cent and are considered too unreliable for general use and are marked '**'. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is also reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of the statistical context chapter for more information on confidence intervals and relative standard errors.
- (c) The categories for employment and enrolment are not exclusive. That is, for example, people enrolled may also be employed.
- (d) Data are not published (np) for some items due to small sample sizes, but these data are included in Australian totals.
- (e) Proportions are determined using the number of people who have left school and currently attending an educational institution or participating in the labour force divided by the estimated residential population for the jurisdiction.
- (f) Components may not add to the totals due to rounding and/or not published (np) data.
- (g) NT data are not published due to small sample sizes.

Table 4A.128 **School leaver destination by highest level of school completed and labour force status (15-24 year olds), 2012 (a), (b), (c), (d), (e), (f)**

	<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(g) (h)</i>	<i>Aust(i)</i>
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(h) The ABS Survey of Education and Work is not conducted in Indigenous communities in very remote areas. This has a minor impact on national or state and territory estimates, but affects the comparability of NT results as people from Indigenous communities in very remote areas account for around 15 per cent of the NT population. See also table 4A.35 for the proportions of students attending schools in remote and very remote areas.

(i) Australia includes 'Other Territories'.

(j) The category 'other' includes part-time workers, unemployed people and people not in the labour force.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) Education and Work, cat. no. 6227.0, Canberra.

TABLE 4A.129

Table 4A.129 **15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above**

	<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>
2009										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above	('000)	99.9	106.3	81.0	35.0	19.6	8.9	6.3	3.1	360.3
15 to 19-year-old population	('000)	480.4	364.9	309.4	155.5	107.8	34.7	24.2	16.7	1 493.8
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above	%	20.8	29.1	26.2	22.5	18.2	25.6	26.0	18.6	24.1
2010										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above	('000)	103.5	116.5	80.4	36.2	20.3	9.2	6.3	2.8	375.2
15 to 19-year-old population	('000)	479.9	365.5	314.1	157.3	108.0	35.0	24.2	16.8	1 501.0
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above	%	21.6	31.9	25.6	23.0	18.8	26.3	26.0	16.6	25.0
2011										
Number of 15 to 19-year-olds successfully completing at least one unit of competency at AQF II or above	('000)	106.9	130.4	84.2	37.6	21.4	10.9	6.1	2.7	400.1
15 to 19-year-old population	('000)	461.2	355.5	303.6	154.9	105.9	33.9	25.0	16.2	1 456.4
Proportion of 15–19-year-olds successfully completing at least one unit of competency at AQF II or above	%	23.2	36.7	27.7	24.3	20.2	32.1	24.5	16.4	27.5

Source: NCVER, *National VET Provider Collection (various years)*; NCVER, *National VET in Schools Collection (various years)*; ABS *Population by Age and Sex, Australian States and Territories, (various years)* (Cat. no. 3201.0) Canberra.

TABLE 4A.130

Table 4A.130 Student attendance rates, government schools, by sex, 2012 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	94	94	94	94	92	90	89	87	91	83
Female	94	94	94	94	94	94	93	90	89	87	91	83
Total	94	94	94	94	94	94	92	90	89	87	91	83
Vic												
Male	94	94	94	94	94	94	94	92	91	92	91	87
Female	94	94	94	94	94	94	94	92	91	91	90	88
Total	94	94	94	94	94	94	94	92	91	91	90	88
Qld												
Male	92	92	93	93	92	92	92	90	88	87	na	na
Female	92	93	93	93	93	93	93	91	88	87	na	na
Total	92	93	93	93	93	93	92	91	88	87	na	na
WA												
Male	92	92	93	92	92	92	91	89	87	86	na	94
Female	92	92	93	93	93	93	92	90	86	86	na	96
Total	92	92	93	93	93	93	92	89	87	86	na	95
SA												
Male	92	92	93	92	92	92	91	90	88	87	91	89
Female	92	92	92	92	92	92	92	90	87	86	91	89
Total	92	92	93	92	92	92	92	90	88	86	91	89
Tas												
Male	94	94	94	94	94	94	92	90	88	87	na	na
Female	94	94	94	94	94	94	92	89	86	85	na	na
Total	94	94	94	94	94	94	92	89	87	86	na	na

TABLE 4A.130

Table 4A.130 **Student attendance rates, government schools, by sex, 2012 (per cent) (a)**

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

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.131

Table 4A.131 Student attendance rates, government schools, by Indigenous status, 2012 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Indigenous	90	90	90	90	90	90	85	81	78	75	88	73
Non-Indigenous	94	94	95	95	94	94	93	91	89	88	92	85
Total	94	94	94	94	94	94	92	90	89	87	91	83
Vic												
Indigenous	89	90	90	90	89	88	89	85	84	83	85	82
Non-Indigenous	94	94	94	94	94	94	94	92	91	92	91	88
Total	94	94	94	94	94	94	94	92	91	91	90	88
Qld												
Indigenous	86	86	87	87	86	87	86	83	79	77	na	na
Non-Indigenous	93	93	93	93	93	93	93	91	89	88	na	na
Total	92	93	93	93	93	93	92	91	88	87	na	na
WA												
Indigenous	80	81	82	82	82	81	80	72	67	64	na	na
Non-Indigenous	93	93	94	94	94	94	93	91	89	88	na	95
Total	92	92	93	93	93	93	92	89	87	86	na	95
SA												
Indigenous	80	81	82	81	83	81	81	77	72	73	81	78
Non-Indigenous	92	93	93	93	93	93	92	91	88	87	91	90
Total	92	92	93	92	92	92	92	90	88	86	91	89
Tas												
Indigenous	92	93	93	91	92	92	89	84	82	78	na	na
Non-Indigenous	94	94	94	94	94	94	92	90	88	87	na	na
Total	94	94	94	94	94	94	92	89	87	86	na	na

TABLE 4A.131

Table 4A.131 **Student attendance rates, government schools, by Indigenous status, 2012 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	87	87	85	88	87	87	83	76	79	77	na	na
Non-Indigenous	93	93	94	93	93	93	92	90	88	87	na	na
Total	93	93	93	93	93	92	92	89	88	87	na	na
NT												
Indigenous	68	70	72	71	72	71	68	64	60	55	60	88
Non-Indigenous	91	92	92	92	92	92	90	88	88	85	na	92
Total	81	81	82	81	82	81	79	77	76	74	60	92

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.132

Table 4A.132 Student attendance rates, independent schools, by sex, 2012 (per cent) (a)

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

TABLE 4A.132

Table 4A.132 **Student attendance rates, independent schools, by sex, 2012 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Male	94	93	94	95	95	95	96	95	94	95	na	na
Female	92	93	92	90	91	87	94	81	91	78	na	na
Total	93	93	93	93	93	91	95	88	92	86	na	na
NT												
Male	90	91	91	93	92	92	88	87	87	86	na	43
Female	89	93	92	93	91	92	89	89	88	85	na	51
Total	89	92	92	93	91	92	89	88	88	85	na	48

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.133

Table 4A.133

Student attendance rates, independent schools, by Indigenous status, 2012 (per cent) (a)

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

TABLE 4A.133

Table 4A.133

Student attendance rates, independent schools, by Indigenous status, 2012 (per cent) (a)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	73	94	88	95	94	77	98	76	76	98	na	na
Non-Indigenous	93	93	93	93	93	91	95	88	92	86	na	na
Total	93	93	93	93	93	91	95	88	92	86	na	na
NT												
Indigenous	77	77	75	85	79	81	76	74	75	71	na	48
Non-Indigenous	91	94	94	94	94	93	93	93	93	91	na	48
Total	89	92	92	93	91	92	89	88	88	85	na	48

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended
na Not available.

Source: ACARA (unpublished)

TABLE 4A.134

Table 4A.134 **Student attendance rates, Catholic schools, by sex, 2012 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
NSW												
Male	94	94	95	95	95	94	94	93	93	92	93	na
Female	94	94	95	94	95	94	95	93	93	91	91	na
Total	94	94	95	94	95	94	94	93	93	92	92	na
Vic												
Male	94	94	95	94	95	94	94	93	93	93	95	99
Female	94	95	95	94	95	94	94	93	92	92	95	91
Total	94	94	95	94	95	94	94	93	92	93	95	94
Qld												
Male	93	94	94	94	94	94	94	94	93	92	na	67
Female	93	94	94	93	94	93	94	94	93	92	na	76
Total	93	94	94	94	94	94	94	94	93	92	na	69
WA												
Male	93	94	95	94	95	95	95	94	94	94	na	na
Female	94	93	94	94	95	95	95	94	93	92	na	na
Total	94	94	94	94	95	95	95	94	93	93	na	na
SA												
Male	94	94	95	94	94	93	93	92	91	91	95	96
Female	94	94	95	94	94	94	94	93	92	91	93	92
Total	94	94	95	94	94	94	93	93	91	91	94	94
Tas												
Male	94	95	94	94	95	94	93	92	91	91	na	na
Female	94	94	94	94	95	94	93	92	90	88	na	na
Total	94	94	94	94	95	94	93	92	91	90	na	na

TABLE 4A.134

Table 4A.134 **Student attendance rates, Catholic schools, by sex, 2012 (per cent) (a)**

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

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

TABLE 4A.135

Table 4A.135 Student attendance rates, Catholic schools, by Indigenous status, 2012 (per cent) (a)

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

TABLE 4A.135

Table 4A.135 **Student attendance rates, Catholic schools, by Indigenous status, 2012 (per cent) (a)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Primary Ungraded	Secondary Ungraded
ACT												
Indigenous	89	93	92	91	79	85	87	83	83	84	na	na
Non-Indigenous	93	94	94	95	94	93	92	89	90	90	na	na
Total	93	94	94	94	94	93	92	89	90	89	na	na
NT												
Indigenous	63	66	67	64	66	67	65	73	67	71	na	na
Non-Indigenous	92	91	92	93	92	93	93	92	92	90	na	na
Total	80	81	81	83	83	84	82	85	82	84	na	na

(a) Attendance rates are the number of actual full time equivalent 'student days' attended as a percentage of the total number of possible student days attended over the period. Student attendance data are reported for full time students in years 1–10, but are not collected uniformly across jurisdictions and schooling sectors and are therefore not comparable.

na Not available.

Source: ACARA (unpublished)

Data quality information — School education, chapter 4

Data quality information

DQI provides information against the seven ABS data quality framework dimensions, for performance indicators in the School education chapter.

Where Report on Government Services indicators align with National Agreement indicators, DQI has been sourced from the Steering Committee's reports on National Agreements to the COAG Reform Council.

Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers.

DQI is available for the following performance indicators/measures:

Attendance	2
Participation (6–15 year old children enrolled in school)	4
Participation (participation of 14–19 year old students)	7
Participation (the proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above)	9
Retention	15
Recurrent expenditure per student	18
Recurrent expenditure per student – staff expenditure per student	23
User cost of capital per student	26
Student-to-staff ratio	29
Learning outcomes – Reading performance, writing performance, numeracy performance (NAPLAN)	31
Learning outcomes – Science literacy performance - NAP	33
Learning outcomes – Civics and citizenship performance - NAP	36
Learning outcomes – ICT literacy performance - NAP	38
Learning outcomes – The proportion of students in the achieving at or above the proficient standard, and in bottom and top levels of performance in international testing (PISA 2012, TIMSS 2011 and PIRLS 2011).	41
Completion (year 12)	44
Destination	48

Attendance

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Education Agreement (data supplied by ACARA) with additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Attendance
Measure (computation)	<p><u>Definition</u></p> <p>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, disaggregated by sex, Indigenous status, and by school type (government, independent, Catholic)</p> <p>Numerator (Actual_Day_Attendance) – the number of actual full time equivalent student days attended by full time students.</p> <p>Denominator (Possible_Day_Attendance) – the number of possible student days attended by full time students.</p> <p><u>Computation/s:</u></p> <p>The student attendance rate (per cent) = (the numerator/the denominator)*100 (rounded to the nearest whole number), by year level for years 1-10 and ungraded students, State and Territory, sector, sex, and Indigenous status.</p> <p>Notes:</p> <ol style="list-style-type: none">1. Indigenous status refers to those who identify as Aboriginal but not Torres Strait Islander origin, or Torres Strait Islander but not Aboriginal origin, or Both Aboriginal and Torres Strait Islander origin.2. Non Indigenous status refers to those who identify themselves as Non Indigenous or where it is unknown/not stated.3. Appendix 1 contains the proportion of data where the Indigenous status is unknown/not stated, for those data providers where a breakdown is available.
Data source/s	2012 ACARA student attendance data (unpublished)

Data Quality Framework Dimensions

Institutional environment	<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>
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Relevance	<p>Data represents student attendance rates (per cent) for all schools in all sectors in Australia by Year level for Years 1-10 and ungraded students, State and Territory, Sex, and Indigenous status.</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 2012 for each state / territory except for Tasmania where it was Term 1. Note that actual dates of Semester 1 may vary between state / territory.</p> <p>The collection period for the non-government sector is for 20 consecutive school days in May that form four complete school weeks.</p>
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Timeliness	ACARA requests aggregate data, from data providers, in April of the year following the collection period, e.g. For the 2012 collection, the data were requested in April 2013.
Accuracy	<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>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> <p>ACARA has undertaken rigorous internal quality assurance processes to ensure the collated data are accurately reflective of the source datasets.</p> <p>ACARA has derived the Rate_Percent (called Derived_Rate_Percent) using the provided data fields and compared to the supplied Rate_Percent</p> <p>Actual_Day_Attendance Possible_Day_Attendance Rate_Percent.</p> <p>Whenever the Derived_Rate_Percent figure is not equal to the Rate_Percent figure (as supplied), ACARA will report the Derived_Rate_Percent figure.</p> <p>ACARA has consistently applied and adopted this treatment across the 2012 National Student Attendance Data Collection.</p> <p>ACARA has provided feedback to data providers and sought confirmation and approval on discrepancies in Derived_Rate_Percent.</p>
Coherence	Methodologies and counting rules vary between state / territory and sector, therefore data cannot be compared across state / territory or across school sectors but comparisons over time (2007 to 2012) within a state / territory and sector can be made. Since 2007, data have generally been collected consistently by each state / territory and sector except for NT where the data source changed in 2012 and SA where the reporting period changed to Semester 1 in 2009.
Interpretability	Further information on the differences in methodologies and counting rules between state / territory and sector can be found in the National Report on Schooling in Australia – Explanatory notes for student attendance data. Note the 2012 report is not yet available, however the 2011 and 2010 reports may be used as there have been minor or no changes to methodologies and counting rules during this time period.
Accessibility	<p>Data in this format were yet to be published by ACARA, however the data will be published in the 2012 National Report on Schooling in Australia.</p> <p>Each state / territory and sector publishes variations of their data through their own websites / publications.</p> <p>For further information please contact info@acara.edu.au.</p>

Data Gaps/Issues Analysis

Key data gaps /issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • Data comparability issues limit the usefulness of this measure. Further improvements are required to provide comparable data across school sectors and across states and territories, due to the differences in methodologies in jurisdictions / sectors. National Standards have been prepared which will help to improve comparability.
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Participation (6–15 year old children enrolled in school)

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Participation
Measure (computation)	<u>Definition</u> Proportion of children aged 6–15 years who are enrolled in school (and is expressed as a percentage), <u>Numerator</u> total number of children aged 6–15 years and enrolled in school (full time and part time enrolments) <u>Denominator</u> total population of children aged 6–15 years <u>Computation/s:</u> The number of children aged 6–15 years enrolled in school divided by the total population of children of that age group
Data source/s	<u>Numerator</u> National Schools Statistics Collection (NSSC) data. <u>Denominator</u> ABS Estimated Resident Population (total population), based on the 2011 Census. Data are available annually and adjusted for change over time. .

Data Quality Framework Dimensions

Institutional environment	Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC). This collection was established through the work of the then Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment .
Relevance	Students are classified by state/territory, level and Year of education, Indigenous status, full time or part time status, age at 1 July, category of school and sex. Student data are not currently available by socioeconomic status or geography. Data covers all students enrolled at in scope schools. All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual for aggregate submissions and the NSSC Data Collection Manual for unit record level submissions. Rates are based on school students as a proportion of the estimated resident population. For more information please see the Data Quality Declaration for Australian Demographic Statistics (cat. no. 3101.0).
Timeliness	The NSSC is based on the national school census that is conducted annually on the first Friday in August by each state and territory department of education and the non-government education systems. Information is disseminated through the ABS website from late January through to March the following year.
Accuracy	The NSSC is based on enrolment information from education administrative data systems at the time of the school census, collected in accordance with the standards and definitions applying to the collection. For government data, each school provides and/or validates the information reflecting their enrolments to the relevant state education department. Each

Coherence

state and territory education department processes the data so that data forwarded to the ABS represents, or can be used to derive, student counts (a count of natural persons within a system of education).

Non-government data are coordinated through the Australian Government Department of Education.

The ABS undertakes further validation of all received data prior to publication.

Due to the different enrolment systems, the ability to manage multiple records of enrolment for a student may vary among jurisdictions, which may result in over-reporting of school students in some jurisdictions.

Some small exceptions exist in the interpretation of the standards applying to the collection, and the ability of systems to collect data to the specifications of the collection. These exceptions may affect comparisons of school counts, student counts and student full time equivalent values.

Rates are based on school students as a proportion of the estimated resident population. Data items are consistent over time, except where not available.

NSSC school and student information is a subset of the enrolment information provided by the various education authorities. The application of NSSC business rules may result in counts which differ from those in other datasets originating from the same education authorities. For example, NSSC student counts may not reconcile to enrolment counts available in alternate datasets where multiple enrolments were reported for those students enrolled in more than one school.

State and territory governments report on schools, students and staff in their Annual Reports.

State and territory governments provide NSSC data to DEEWR for Commonwealth funding purposes.

State and territory governments provide school, student and staff data to the Australian Curriculum Assessment & Reporting Authority (ACARA) for school level reporting.

NSSC data are reported through the National Report on Schooling in Australia, Aboriginal and Torres Strait Islander Education Action Plan, National Education Agreement, National Partnership on Youth Attainment and Transitions and the Report on Government Services.

DEEWR reports on non-government school, student and staff data collected for the purposes of administering the Schools Assistance Act 2008 (www.deewr.gov.au/Schooling/Programs/Pages/SchoolsAssistanceAct2008.aspx).

The five-yearly Census of Population and Housing (www.abs.gov.au/websitedbs/censushome.nsf/home/data?opendocument#from-banner=LN) includes information on children attending school and the occupation of Australians (including teachers).

The ABS Estimated Resident Population (ERP) series is used in the calculation of some measures of secondary engagement in this publication. It is used as a denominator to calculate students as a proportion of the population. The ERP is an estimate of the population of Australia, based on data from the most recent published ABS Census of Population and Housing, and is updated annually using information on births, deaths and internal migration provided by state and federal government departments. See ABS Population by Age and Sex, Australian states and territories. See Australian Demographic Statistics (cat. no. 3101.0) for further details.

Estimates may differ from those released in previous editions of this publication due to scheduled revisions of the estimated resident population.

ABS data from the NSSC for reporting student enrolments are not comparable with SCSEEC data from the NSAC for reporting student attendance

Accessibility

Predominantly national level information is published in *Schools, Australia* (www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (cat. no. 4221.0) on the ABS

website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.

Interpretability *Schools, Australia* (www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (cat. no. 4221.0) includes explanatory notes and a glossary, both of which are available on the ABS website.

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following issues:

gaps/issues

- The differences in populations used for the numerator (service population for each jurisdiction) and denominator (resident population for each jurisdiction) may result in an overestimate of enrolment rates for some jurisdictions (in particular, the ACT) and an underestimate in other jurisdictions.

Participation (participation of 14–19 year old students)

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Participation
Measure (computation)	<p><u>Definition</u></p> <p>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.</p> <p><u>Numerator/s</u></p> <p>Number of full and part-time students of specific ages: 14, 15, 16, 17, 18, 19 and 14–19.</p> <p><u>Denominator/s</u></p> <p>Estimated resident population for these age groups, based on 2011 Census of Population and Housing.</p> <p><u>Computation/s:</u></p> <p>The number of full and part time students as a proportion of the estimated resident population. These are provided by jurisdiction and disaggregated by sex.</p>
Data source/s	<p><u>Numerator and Denominator</u></p> <p>Numerator: ABS Schools Australia (various years), cat. no. 4221.0; Standing Council on School Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) data; and unpublished data from Schools, Australia.</p> <p><u>Denominator</u> – ABS Estimated Resident Population (total population) Data are available annually.</p> <p>The participation rate is supplied directly to the review, but the numerator and denominator on which it is based are not.</p> <p>All data are available annually.</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the non-finance National Schools Statistics Collection (NSSC) and are based on the annual School census. This collection was established through the work of the former MCEETYA.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>School student data are available by state/territory and for full time students and full plus part time students. Rates are based on school students as a proportion of the estimated resident population.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual. Data covers all students enrolled in school, some of whom may be taking a VET course.</p>
Timeliness	<p>The NSSC is based on the school census that is conducted annually on the first Friday in August by each state and territory department of education. The results from the 2012 NSSC were released in March 2013.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state</p>

	<p>education department, which then forwards aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department of Education.</p> <p>The NSSC is based on information on each student enrolled at the time of the school census.</p>
Coherence	<p>Rates are based on school students as a proportion of the estimated resident population from the five-yearly Census of Population and Housing for the relevant age group. Data items are consistent over time.</p> <p>Data for jurisdictions are comparable and are collected in accordance with national standards. Before sending data to the ABS, each state and territory education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some jurisdictions.</p> <p>Cross border enrolments may affect consistency between the populations at the numerator and denominator.</p> <p>Each state and territory government reports on school students. The Australian Curriculum Assessment & Reporting Authority (ACARA) also reports on school students and the five-yearly Census of Population and Housing includes information on children attending school.</p>
Accessibility	<p><u>Schools, Australia</u> (cat. no. 4221.0) includes explanatory notes and a glossary available on the ABS website.</p>
Interpretability	<p>Predominantly national level information is published in <u>Schools Australia</u> (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.</p>

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • 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 ‘Child care, education and training sector summary’.
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Participation (the proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above)

Data quality information for this indicator has been drafted by the Secretariat in consultation with NCVER and the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Equity — Access
Indicator	Attendance and participation
Measure (computation)	<u>Definition</u> The proportion of 15–19 year olds who have successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above <u>Numerator</u> – number of 15–19 year olds who had successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II, at June 2011. <u>Denominator</u> – The 15 to 19-year-old population at June 2011. <u>Computation/s</u> : Numerator (above) divided by denominator (above) for each jurisdiction.
Data source/s	NCVER, National VET Provider Collection 2011; NCVER, National VET in Schools Collection 2011 (numerator); ABS (2011) Population by Age and Sex, Australian States and Territories, June 2011 (cat. no. 3201.0) Canberra (denominator).

Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator</u>: The National Centre for Vocational Education Research (NCVER) is a not-for-profit company owned by the federal, state and territory ministers responsible for training.</p> <p>NCVER is a professional and independent body responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET) nationally. It is Australia's principal provider of VET research and statistics.</p> <p>For further information on the NCVER, see http://www.ncver.edu.au/aboutncver/who.html</p> <p><u>Denominator</u>: This publication uses data sourced from a variety of institutional environments. Much of the data is administrative by-product data collected by other organisations for purposes other than estimating the population. Births and deaths statistics are extracted from registers administered by the various State and Territory Registrars of Births, Deaths and Marriages. Medicare Australia client address data is used to estimate interstate migration. Passenger card data and related information provided by the Department of Immigration and Citizenship (DIAC) is used to calculate Net Overseas Migration (NOM).</p> <p>ABS Census of Population and Housing and Post Enumeration Survey (PES) data are used to determine a base population from which Estimated Resident Population (ERP) is calculated and to finalise all components of population change. For information on the institutional environment of the Australian Bureau of Statistics (ABS), please see ABS Institutional Environment.</p>
Relevance	The National VET Provider Collection collects information relating to

students, courses, qualifications, training providers and funding in Australia's publicly funded vocational education and training (VET) system.

The system provides training for students of all ages and backgrounds. Students have many options for training and may study individual subjects or full courses that lead to formal qualifications. Training takes place in classrooms, in the workplace, online and through other flexible delivery methods.

Providers of vocational education and training in Australia include not only technical and further education (TAFE) institutes, but also universities, secondary schools, industry organisations, private enterprises, agricultural colleges, community education providers and other government providers.

This collection does not report on the following types of training activity:

- recreation, leisure and personal enrichment
- fee-for-service VET by private providers
- delivery undertaken at overseas campuses of Australian VET institutions
- credit transfer
- VET delivered in schools, where the delivery has been undertaken by schools.

The National VET in Schools Collection contains information on all activity undertaken as part of a student's senior secondary certificate that provides credit towards a nationally recognised VET qualification.

Estimates of the resident population (ERP) for the states and territories of Australia are published by sex and age groups, and experimental estimates and projections of the Aboriginal and Torres Strait Islander population are also available. The ERP is the official measure of the population of states and territories of Australia according to a usual residence population concept. ERP is used for a range of key decisions such as resource and funding distribution and apportioning seats in the House of Representatives to each state and territory.

Timeliness

The National VET Provider Collection is an annual collection of data. Data are submitted to NCVET (via state training authorities) by 31 March in the year following activity. A summary of 2012 data was released in early July 2013 in Students and Courses

The National VET in Schools Collection is an annual collection, which commenced from the 2005 year. Data are submitted to NCVET via state training authorities and/or the senior secondary assessment authorities by 31 March in the year following activity. A summary of 2012 data was released by NCVET in early December 2013 in the VET in Schools data tables.

Accuracy

The National VET Provider Collection is a collection of all publicly funded training activity in Australia in a particular year. It is an administrative collection.

Publicly funded registered training organisations submit unit record data directly to state/territory training authorities, who in turn submit the data to NCVET. Prior to submissions to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a comprehensive data quality checking program to ensure accurate reporting

against agreed Key Performance Measures (KPMs). Some of the KPMs include:

- Percentage of unknown data
- The number of training organisation identifiers that do not match the National Training Information Service (NTIS) listing
- Inappropriate training organisation delivery locations
- The number of qualifications/courses that do not match the NTIS listing
- The number of modules/units of competency that do not match the NTIS listing
- Duplicate client identification
- Duplicate qualifications completed
- Reporting scopes
- Funding sources
- Outcome identifiers

The National VET in Schools Collection is an administrative collection, sourced from the student enrolment records through the senior secondary assessment authority in each state or territory. The data are submitted at unit record level either directly to NCVET or via state/territory training authorities. Prior to submission to NCVET, data must first pass a validation process to ensure that data conforms to the Australian vocational education and training management information statistical standard (AVETMISS) (Refer to <http://www.ncver.edu.au/avetmiss/21055.html>).

Once data submissions are received by NCVET they are subjected to a data quality checking program to ensure accurate reporting.

All ERP data sources are subject to non-sampling error. Non-sampling error can arise from inaccuracies in collecting, recording and processing the data. In the case of Census and PES 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. The ABS does not have control over any non-sampling error associated with births, deaths and migration data (see institutional environment).

Another dimension of non-sampling error in ERP is the fact that the measures of components of population growth become more accurate as more time elapses after the reference period. As discussed under Timeliness, the tradeoff between timeliness and accuracy means that a user can access more accurate data by using the revised or final ERP data. While the vast majority of births and deaths are registered promptly, a small proportion of registrations are delayed for months or even years. As a result, preliminary quarterly estimates can be an underestimate of the true number of births and deaths occurring in a reference period. Revised figures for a reference period incorporate births and deaths registrations that were received after the preliminary data collection phase as well as the estimated number of registrations that have still not been received for that reference period. For more information see the Demography Working Paper 1998/2 - Quarterly birth and death estimates, 1998 (cat. no. 3114.0) and Population Estimates: Concepts, Sources and Methods, 2009 (cat. no. 3228.0.55.001).

After each Census the ABS uses the Census population count to update the original series of published quarterly population estimates since the previous Census. For example, 2006 Census results were used to update quarterly population estimates between the 2001 and 2006 Census. The PES is conducted soon after the Census to estimate the number of Australians not included in the Census. Adding this net undercount of

people back into the population is a crucial step in arriving at the most accurate ERP possible. For more information on rebasing see the feature article in the December quarter 2007 issue of Australian Demographic Statistics (cat. no. 3101.0).

Coherence

AVETMISS provides the foundation for nationally comparable data and includes a range of data items relevant to the VET system. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

In 2007, Victoria adopted standard nominal hour values for common units of competency as the basis of calculating total annual hours of delivery, thereby achieving consistency with all other states and territories. To enable comparison over time, standard nominal hour values have been used to revise the time series back to 2002, except for Victoria, where data prior to 2007 cannot be rebased from scheduled hours to standard nominal hours.

The National VET in Schools collection is governed by the VET in Schools administrative arrangements that are used in conjunction with AVETMISS. From 2007, data comply with release 6.0 of AVETMISS, whereas previous collections complied with earlier releases. For details, see <http://www.ncver.edu.au/avetmiss/21055.html>.

ERP was introduced in 1981 and backdated to 1971 as Australia's official measure of population based on place of usual residence. ERP is derived from usual residence census counts, to which is added the estimated net census undercount and Australian residents temporarily overseas at the time of the census (overseas visitors in Australia are excluded from this calculation). Before the introduction of ERP, the Australian population was based on unadjusted census counts on actual location basis. It is important to note this break in time series when comparing historical population estimates.

An improved method for calculating NOM was applied from September quarter 2006 onwards. The key change is the introduction of a '12/16 month rule' for measuring a person's residency in Australia replacing the '12/12 month rule'. This change results in a break in time series therefore it is not advised that NOM data calculated using the new method is compared to data previous to this. For further information see Information Paper: Improving Net Overseas Migration Estimation, 2009 (cat. no. 3412.0.55.001).

The births and deaths data in this publication are not coherent with the data found in ABS births and deaths publications. This is because the revision cycle necessary to produce ERP results in a mix of preliminary births and deaths data, based on date of registration, and revised data which is a modelled estimate of births and deaths by date of occurrence. By contrast, the main tables of data in the births and deaths publications are based wholly on registration in the reference year, with some tables and analysis based wholly on date of occurrence data.

Interpretability

To aid interpretation, information on the National VET Provider Collection, the National VET in Schools Collection, AVETMISS, and Students and Courses is available on the NCVER website.

Among other standards detailed in AVETMISS, the collections use the:

- Australian Classification of Education (ASCED) (ABS cat. no. 1272.0) to classify the level and field of education
 - Australian and New Zealand Standard Classification of Occupations (ANZSCO, previously ASCO) (ABS cat. no. 1220.0) to classify occupation
- Access/Remoteness Index of Australia (ARIA+) to classify remoteness. It was developed by the National Centre for Applications of Geographic Information Systems (GISCA) and is the standard ABS endorsed measure of remoteness.

Student remoteness is based on the Access/Remoteness Index of Australia (ARIA+), which was developed by the National Centre for Social Applications of Geographic Information Systems (GISCA). ARIA+ is now the standard ABS-endorsed measure of remoteness. From 2011, Student remoteness (ARIA+) is determined from ARIA+ remoteness regions and ABS SA2 regions. Data prior to 2011 is based on ABS postal areas and ARIA+. Student remoteness (ARIA+) regions use the same ARIA+ ranges as the ABS remoteness areas and are therefore an approximation of the ABS remoteness areas. For more details of ARIA+ refer to <www.adelaide.edu.au/apmrc/research/projects/category/about_aria.html>

ERP is generally easy to interpret as the official measure of Australia's population (by state and territory) on a place of usual residence basis. However, there are still some common misconceptions. For example, a population estimate uses the term 'estimate' in a different sense than is commonly used. Generally the word estimate is used to describe a guess, or approximation. Demographers mean that they apply the demographic balancing equation by adding births, subtracting deaths and adding the net of overseas and interstate migration. Each of the components of ERP is subject to error, but ERP itself is not in any way a guess. It is what the population would be if the components are measured well.

Population estimation is also very different to sample survey-based estimation. This is because population estimation is largely based on a full enumeration of components. In the case of the population base, only the PES used sampled data to adjust for census net undercount. In the case of the components of population growth used to carry population estimates forward, Australia has a theoretically complete measure of each component.

Another example of a common misconception relates to the fact that the population projections presented in this publication are not predictions or forecasts. They are an assessment of what would happen to Australia's population if the assumed levels of components of population change - births, deaths and migration - were to hold into the future.

Accessibility

Summary information from the National VET Provider Collection is available free of charge in Students and Courses on NCVER's website at: <http://www.ncver.edu.au/statistic/21053.html>.

Summary information from the National VET in Schools Collection is available free of charge in the VET in Schools data tables on NCVER's website at: <http://www.ncver.edu.au/statistic/21068.html>.

Requests for more detailed statistical information from the National VET Provider Collection and the National VET in Schools Collection can be made to NCVER on (08) 8230 8400 or vet_req@ncver.edu.au

A charge will be generally made by the NCVER for more complex requests for information. See NCVER's fees and charges policy at <http://www.ncver.edu.au/statistic/21075.html>

ERP data is available in a variety of formats on the ABS website under the 3101.0 and 3201.0 product families. The formats available free on the web are:

- The main features which has the key figures commentary,
- A pdf version of the publication,
- Time series spreadsheets on population change, components of change and interstate arrivals and departures,
- A data cube (in Supertable format) containing quarterly interstate arrivals and departures data.

If the information you require is not available as a standard product, then ABS Consultancy Services can help you with customised services to suit your needs. For inquiries contact the National Information and Referral Service on 1300 135 070. Alternatively, please email client.services@abs.gov.au

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- This measure does not include private RTOs who are not in receipt of government funding

Retention

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Access — Equity
Indicator	Retention
Measure (computation)	<u>Definition</u> Apparent retention rates (ARRs): The number of school students in a designated level/Year of education as a percentage of their respective cohort group (either at the commencement of their secondary schooling — at Year 7 or 8 — or at Year 10). Data are reported for: (1) the proportion of students commencing secondary school at Year 7 or 8 and continuing to Year 10 (2) the proportion of students commencing secondary school at Year 7 or 8 and continuing to Year 12 (3) the proportion of Year 10 students continuing to Year 12.

Numerators and denominators

Numerator (1) – number of full-time students in Year 10 in reference year (2012)

Denominator (1) – number of full-time students in the base year (Year 7 in NSW, Vic, Tas and ACT in 2009; Year 8 in QLD, WA, SA and NT in 2010).

Numerator (2) – number of full-time students in Year 12 in reference year (2012)

Denominator (2) – number of full-time students in the base year (Year 7 in NSW, Vic, Tas and ACT in 2007; Year 8 in Qld, WA, SA and NT in 2008).

Numerator (3)– number of full time students in Year 12 in reference year (2012)

Denominator (3) – number of full-time students in the base year (Year 10 in 2010).

In addition data including part-time students are provided for the Year 10 – 12 measure. This measure only provides information on those who are retained to Year 10 or Year 12. These students may or may not complete Year 10 or Year 12.

Computation/s:

The number of students in the relevant numerator year divided by the number of students in the denominator year. These data are provided by Indigenous status and for government, non-government and all schools. In addition data including part time students are provided for the Year 10 – 12 measure.

Data source/s	<u>Numerator and denominator</u> – non-finance National Schools Statistics Collection. Non-finance NSSC. Data are published in <i>Schools, Australia</i> (http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0) (cat. no. 4221.0). Data are available annually
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Data Quality Framework Dimensions

Institutional environment	The NSSC is a joint undertaking of the various state and territory departments of education, the Australian Government Department of Education, the Australian Bureau of Statistics (ABS), and the former Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA),now
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SCSEEC.

NSSC (non-finance) data are collated by the ABS and are sourced from administrative school enrolment databases from the various state and territory departments of education for government data and the DEEWR for non-government data.

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see [ABS Institutional Environment](#).

Relevance

School student data are available by state/territory and Indigenous status but are not currently available by socioeconomic status.

Information on Indigenous status is obtained from school enrolment forms which are generally completed by the primary carer of the child. The NSSC includes people who did not state their Indigenous status in the category 'non-Indigenous'.

This indicator is calculated by dividing the number of students in Year 10 or Year 12 in the reference year by the number enrolled at the commencement of secondary school some years previously (depending on jurisdiction). Hence the measure is an Apparent Retention Rate (ARR). It is not a measure of the proportion of students who actually completed Year 10 or Year 12.

Particularly in small jurisdictions, relatively small changes in student numbers can create apparently large movements in retention rates. In addition, the rates in the smaller jurisdictions may be noticeably affected by changes in such factors as the proportion of ungraded and/or mature aged students from year to year.

All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations manual. Data covers all students enrolled in school, some of whom may be taking a VET course.

Timeliness

The NSSC is based on the school census that is conducted annually on the first Friday in August by each state and territory department of education. The results from the 2012 NSSC were released in March 2013.

Accuracy

Each school provides information on their enrolments to the relevant state education department to then forward aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through DEEWR.

The NSSC is based on information on each student enrolled at the time of the school census.

Care should be taken in the interpretation of ARR as the method of calculation does not take into account a range of factors such as repeating students, inter-sector transfers and enrolment policies. For further details on the accuracy of the NSSC methodology and ARRs, see Explanatory Notes of *Schools, Australia* (<http://www8.abs.gov.au/AUS>

[STATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12009?](http://www8.abs.gov.au/AUS)

OpenDocument) (cat. no. 4221.0).

Coherence

The ARR is based on those who are undertaking study at the Year 10 or Year 12 level as at August in the reference year and they may not go on to complete Year 10 or Year 12.

The NSSC data items used to construct the ARRs are consistent and comparable over time, and support assessment of annual change.

The ARR measures change over a period of time. The numerator and denominator are sourced from different annual cycles of the NSSC, to follow the same age-cohort. Given the long analysis period, student transitions, such as migration or re-entry to the school system, have an effect on the accuracy of this calculation. In addition, the denominator is sourced from two different NSSC years due to different starting years for secondary school. For example, for the ARR from Year 7/8 to Year 10 in 2012, the denominator for NSW, Vic, Tas and ACT is sourced from NSSC 2009 (Year 7) and for Qld, WA, SA and NT is

sourced from 2010 (Year 8).

There is some variability in the reporting of Indigenous status, particularly in relation to not stated responses. This may result in some under reporting of Indigenous status, see Appendix 2: Collection of Indigenous Status of Students (<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Details>

Page/4221.02009?OpenDocument) (cat. no. 4221.0) 2009. Increases in the number of Indigenous students due to improvements in the reporting of Indigenous status may lead to increases in ARR for Indigenous students independently of changes in actual retention.

Care should be taken in the interpretation of ARRs as the method of calculation does not take into account a range of factors such as repeating students, migration, inter-sector transfers and enrolment policies. For further details on the accuracy of the NSSC methodology and ARRs, see Explanatory Notes of *Schools, Australia* (<http://www8.abs.gov.au/AUS>

STATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12009?OpenDocument) (cat. no. 4221.0).

Accessibility Predominantly national level information is published in *Schools, Australia* (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on State/Territory level information, are available on the ABS website.

Interpretability *Schools, Australia* (<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4221.0>) (cat. no. 4221.0) includes explanatory notes and glossary available on the ABS website.

Socioeconomic status is not yet available in the NSSC

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following issues:

gaps/issues

- Data may not be reliable, for example the apparent retention rates are greater than 100 per cent in many cases. Work published by the ABS has noted the limitations of apparent retention rates as measures of engagement in senior secondary school (Rossiter and Duncan, 2006). The ABS has developed alternative measures of secondary school engagement (apparent continuation rates and apparent progression rates), but neither of these measures is currently available disaggregated by Indigenous status.

Recurrent expenditure per student

Data quality information for this indicator has been drafted by the Standing Council on School Education and Early Childhood, the Australian Government, State and Territory Governments and the ABS, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Recurrent expenditure per student
Measure (computation)	<p><u>Definition</u></p> <p>'Recurrent expenditure per student' is defined as all government recurrent expenditure per FTE student. It is reported for government schools by in-school primary, in-school secondary, out-of-school services and aggregations; and for non-government schools. It is also reported for all Australian government expenditure and state and territory government expenditure, by government and non-government sector.</p> <p><u>Numerator</u> – expenditure on government schools by categories identified in 'definition' above</p> <p><u>Denominator</u> – Full time equivalent (FTE) students in government schools.</p> <p><u>Computation/s:</u></p> <p>The expenditure per full time equivalent student in the categories identified in 'definition' above.</p> <p>State and territory expenditure for government schools are derived by subtracting reported Australian government expenditure on government schools from all government school expenditure (reported by SCSEEC).</p> <p>The four previous years data are deflated using the GDP Price deflator to provide real expenditure, that can be compared with the current year.</p>
Data source/s	<p>Finance data are collected and quality assured by the Standing Council on School Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) School Finance Statistics Group (SFSG); Student and staff data are collected from jurisdictions by the Australian Bureau of Statistics (ABS) on behalf of SCSEEC as part of the NSSC; unpublished finance data from Australian and State and territory governments; Finance data are published in the SCSEEC National Report on Schooling; Data from the non-finance NSSC is disseminated by the ABS through <i>Schools, Australia, 2012</i>, cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1996-2012' data cube: Excel spreadsheet, cat. no. 4221.0, viewed 15 August 2013, <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02010?OpenDocument>.</p>

Data Quality Framework Dimensions

Institutional environment	<p>Numerator:</p> <p><i>Australian Government expenditure data (government and non-government schools):</i></p> <p>Australian Government expenditure data are collected by the Department of Finance and Deregulation (DoFD). The Australian Government Department of Education and Department of Treasury (Treasury) both contribute financial information to the expenditure data that are collected. DoFD plays an important role in assisting government across a wide range of policy areas to ensure its outcomes are met, particularly with regard to expenditure and financial management, deregulation reform and the operations of</p>
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government.

State and territory expenditure data (non-government schools):

These data are collected and compiled by each of the eight state and territory governments, from their own records of budget allocations and expenditure.

Overall government school expenditure data (provided by SCSEEC):

ACARA SCSEEC collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.

Denominator:

For information on the institutional environment of the ABS, including the legislative obligations of the ABS which cover this collection, please see ABS Institutional Environment.

Relevance

Numerator:

Australian Government expenditure data (government and non-government schools):

Australian Government payments for specific purposes to support state education services are split across states and territories. This reporting shows how Specific Purpose Payments expenditure is attributed across states and territories.

State and territory expenditure data for non-government schools:

These data identify the extent of state and territory funding to non-government schools. These data reflect expenditure by state and territory governments to the non-Government schools sector (both Independent and Catholic, not disaggregated between these sectors). Data are provided on a whole of state allocation and apply to a range of expenditure types agreed by the School Education Working Group, and included in an agreed data manual.

Overall government school expenditure data (provided by SCSEEC)

Data relate to major expenditure categories and are provided both in total expenditure terms and in terms of cost per student.

Denominator:

These data supplied match the scope and definitions specified through the Notes, Instructions and Tabulations (NIT) document available on request from the ABS. Comparable statistics are provided for each of the states and territories and nationally. NSSC student data include students undertaking additional study where this is in conjunction with NSSC in-scope schooling. This additional study is included as part of the student's workload and includes educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.

Timeliness

Numerator:

Australian Government expenditure data (government and non-government schools):

Australian Government data for the Final Budget Outcome (FBO) are collected on an annual basis. Data are publicly available around October/November annually. The reference period for the FBO is the 2011-12 financial year.

State and territory expenditure data for non-government schools:

Data are collected in relation to financial year outcomes, on an annual basis for the RoGS. The data request is made in July for the financial year ending in the year prior. This is the first opportunity for them to be collected for the RoGS. Data providers (states and territories) may update these data for prior years, as part of the data provision process for each RoGS.

Accuracy

Overall government school expenditure data (provided by SCSEEC):

Data are collected annually on a financial year basis which accords with State and Territory financial reporting processes. The most recent available data are used.

Denominator:

The NSSC is an annual collection as at the first Friday in August of each year and provided to the ABS during November of the same year. Student FTE data is made available between January and March the following year.

Numerator:

Australian Government expenditure data (government and non-government schools):

The method of Australian Government data collection for FBO is through the Central Budget Management System (CBMS). The Australian Government Department of Education and Treasury are required to enter data, on a monthly basis to maintain this system. This then forms the basis of the expenditure data that appears in table 36 of the FBO for the 2011-12 financial year. The Australian Government Department of Education minimises processing errors through the use of standard monitoring processes and financial system controls.

State and territory expenditure data for non-government schools:

The data are collected by states and territories through their budget and financial recording processes and have a high degree of accuracy. Data categories fit the definitions in the data manual, unless states or territories advise otherwise.

Overall government school expenditure data (provided by SCSEEC):

Data are derived from jurisdictions' audited annual accounts.

Denominator:

The NSSC is an administrative by-product data collection from data collected on enrolment forms. 2011 and 2012 data forwarded to the ABS represent student counts. The ability to manage multiple records of enrolment may vary among systems administering enrolment data and over-reporting of students by some systems may occur. Where administration duplicates can be identified they should be removed by the administering systems during data validation processes conducted prior to providing the NSSC data to the ABS (or the Australian Government Department of Education for non-government schools who then provides this data to the ABS for the non-government contribution). The extent of over-reporting cannot be quantified, but the understanding of the extent that students might be legitimately enrolled in more than one school would suggest that the figure is small. Some revisions may occur year to year where providers resupply data post publication. The FTE values for students reported for this bench mark have a high degree of accuracy.

Coherence

Numerator:

Australian Government expenditure data (government and non-government schools):

The consistency of the Australian Government data for recurrent expenditure has changed from 2008-09 financial year with the introduction of the National Education Agreement (and associated National Schools SPP reported in the FBO), which commenced from 1 January 2009. The National Partnerships, including the Smarter Schools National Partnership, Closing the Gap – Northern Territory also commenced in the 2008-09 financial year. The Australian Government expenditure data by state and territory are consistent across states and territories and nationally.

State and territory expenditure data for non-government schools:

The data are consistent over time, subject to any inclusions or exclusions

noted by states and territories. The counting rules and inclusions have remained consistent over recent RoGS editions. As programs vary across states and territories, some aspects of inclusions may differ, but within the agreed categories. A five year time series is published in each RoGS. Other data in relation to state and territory government funding for non-government schools is included in the annual national Report on Schooling, published by ACARA.

Overall government school expenditure data (provided by SCSEEC):

Data are specialised in terms of established data standards and instructions.

Denominator:

Each state and territory government and the Australian Curriculum Assessment and Reporting Authority (ACARA) reports on school students. ABS NSSC data is sourced for national reporting mechanisms including the National Education Agreement, Report on Government Services and the National Report on Schooling in Australia.

Interpretability

Numerator:

Australian Government expenditure data (government and non-government schools):

There are no context issues that need to be considered in relation to the Australian Government data.

State and territory expenditure data for non-government schools:

This information can be considered in the context of all government funding for both government and non-government schools, which is reported in each RoGS.

Overall government school expenditure data (provided by SCSEEC):

Data are nationally consistent and used for the National Report on Schooling.

Denominator:

Explanatory Notes and a Glossary accompanying the data are available on the ABS website, and include caveats and advice as appropriate.

<<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4221.0Explanatory%20Notes12011?OpenDocument>>

Accessibility

Numerator:

Australian Government expenditure data (government and non-government schools):

Unpublished Australian Government data cannot be requested as the FBO is only produced upon the completion of the financial year, in this case the 2011-12 financial year. The FBO report is produced in a PDF format. Contact details: Robyn Beutel (02) 6240 0993. DoFD/Treasury released the 2012-13 FBO in September 2013.

State and territory expenditure data for non-government schools:

Data are unpublished and supplied by state and territory governments as one figure, not subdivided. These data are included in the RoGS in a time series and also in combination with ABS data as a measure of expenditure per Full Time Equivalent student.

Overall government school expenditure data (collected by SCSEEC):

Data are determined based on a derived nationally consistent basis and underpinning data is not directly available.

Denominator:

Results from the NSSC are presented on the ABS website in through data cubes (Excel spreadsheets including pivot tables). These tables offer a versatile source of data, enabling clients to tailor data to suit their information requirements.

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

Care should be taken in interpretation of efficiency data:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not make any cost adjustments based on these or other factors
- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socioeconomic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)

Recurrent expenditure per student – staff expenditure per student

Data quality information for this indicator has been drafted by SCSEEC and the ABS, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Staff expenditure per student
Measure (computation)	<p><u>Definition</u></p> <p>Staff expenditure per student is defined as government recurrent expenditure on staff per FTE student in government schools.</p> <p>It is reported for government schools by in-school primary, in-school secondary, out-of-school services and aggregations</p> <p><u>Numerator</u> – expenditure on staff in government schools by categories identified in 'definition' above</p> <p><u>Denominator</u> – Full-time equivalent (FTE) students in government schools.</p> <p><u>Computation/s:</u></p> <p>The expenditure per student (FTE) in the categories identified above.</p> <p>The four previous year's data are deflated using the GDP Price deflator to provide real expenditure, that can be compared with the current year.</p>
Data source/s	<p>Finance data are collected and quality assured by the Standing Council on School Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) School Finance Statistics Group (SFSG); Student and staff data are collected from jurisdictions by the Australian Bureau of Statistics (ABS) on behalf of SCSEEC as part of the NSSC; unpublished finance data from Australian and State and territory governments; Finance data are published in the SCSEEC National Report on Schooling; Data from the non-finance NSSC is disseminated by the ABS through <i>Schools, Australia, 2012</i>, cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1996-2012' data cube: Excel spreadsheet, cat. no. 4221.0, viewed 15 August 2013, <http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02010?OpenDocument</p>

Data Quality Framework Dimensions

Institutional environment	<p><u>Numerator:</u></p> <p>SCSEEC collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.</p> <p><u>Denominator:</u></p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS which cover this collection, please see <u>ABS Institutional Environment</u>.</p>
Relevance	<p><u>Numerator:</u></p> <p>Data relate to major expenditure categories provided both as total expenditure and as cost per student.</p> <p><u>Denominator:</u></p> <p>Data supplied match the scope and definitions specified through the Notes, Instructions and Tabulations (NIT) document available on request from the ABS. Comparable statistics are provided for each of the states and territories and nationally. NSSC student data includes students undertaking additional study where this is in conjunction with NSSC in-scope schooling. This additional study is included as part of the student's workload and includes</p>

educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.

Timeliness

Numerator:

Data are collected annually on a financial year basis which accords with state and territory financial reporting processes.

Denominator:

The NSSC is an annual collection as at the first Friday in August of each year and provided to the ABS during November of the same year. Student FTE data are published between January and March the following year.

Accuracy

Numerator:

Data are derived from jurisdiction's audited annual accounts.

Denominator:

The NSSC is an administrative by-product data collection using data collected from enrolment forms. Data forwarded to the ABS represent student counts. The ability to manage multiple records of enrolment may vary among systems administering enrolment data and may result in over-reporting of students by some systems. Where administration duplicates can be identified they should be removed by the administering systems during data validation processes conducted prior to providing the NSSC data to the ABS (or the Commonwealth Department of Education for non-government schools who then provides this data to the ABS for the non-government contribution). The extent of over-reporting cannot be quantified, but the understanding of the extent that students might be legitimately enrolled in more than one school would suggest that the figure is small. Some revisions may occur year to year where providers resupply data post publication. The FTE values for students reported for this bench mark have a high degree of accuracy.

Coherence

Numerator:

Data are specialised in terms of established data standards and instructions.

Denominator:

Each state and territory government reports on school students, the Australian Curriculum Assessment & Reporting Authority (ACARA) reports on school students and the five-yearly Census of Population and Housing includes information on children attending school. ABS NSSC data is sourced for national reporting mechanisms including the National Education Agreement, Report on Government Services and the National Report on Schooling in Australia.

Interpretability

Numerator:

Nationally consistent data that are used for the National Report on Schooling.

Denominator:

Explanatory Notes and a Glossary accompany the data available on the ABS website, and include caveats and advice as appropriate.

Accessibility

Numerator:

Data are determined based on a derived nationally consistent basis and underpinning data is not directly available.

Denominator:

Results from the NSSC are presented on the ABS website in data cubes (Excel spreadsheets including pivot tables). These tables offer a versatile source of data, enabling clients to tailor data to suit their information requirements.

Data Gaps/Issues Analysis

**Key data
gaps /issues**

The Steering Committee notes the following issues:

Care should be taken in interpretation of efficiency data:

- a number of factors beyond the control of governments, such as economies of scale, a high proportion of geographically remote students and/or a dispersed population, and migration across states and territories, may influence expenditure (see Commonwealth Grants Commission reference in chapter 1, section 1.5 for further details). This Report does not make any cost adjustments based on these or other factors
- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While high or increasing expenditure per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (increasing school leaving age, improving outcomes for Indigenous students and students from low socioeconomic backgrounds, broader curricula or enhancing teacher quality), or the characteristics of the education environment (such as population dispersion)
- the 'staff expenditure per student' measure is partial in nature, as it does not reflect the full cost per student. While high or increasing government expenditure on staff per student may reflect lower efficiency, it may also reflect improvements in teacher quality.

User cost of capital per student

Data quality information for this indicator has been drafted by the SCSEEC and the ABS, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	User cost of capital per student
Measure (computation)	<p><u>Definition</u></p> <p>The notional costs to governments of the funds tied up in capital used to produce services (for example, land and buildings owned by government schools) per FTE student</p> <p><u>Numerator</u> – 8 per cent of the value of non-current physical assets of government schools (for example, land, buildings, plant and equipment) which are re-valued over time.</p> <p><u>Denominator</u> – number of full time equivalent students in government schools.</p> <p><u>Computation/s</u>:</p> <p>The numerator divided by the denominator (above).</p>

Data source/s	Finance data are collected and quality assured by the Standing Council on School Education and Early Childhood (SCSEEC) National Schools Statistics Collection (NSSC) School Finance Statistics Group (SFSG); Student and staff data are collected from jurisdictions by the Australian Bureau of Statistics (ABS) on behalf of SCSEEC as part of the NSSC; unpublished finance data from Australian and State and territory governments; Finance data are published in the SCSEEC National Report on Schooling; Data from the non-finance NSSC are disseminated by the ABS through <i>Schools, Australia, 2012</i> , cat. no. 4221.0, 'NSSC Table 43a: Full-time equivalent students 1996-2012' data cube: Excel spreadsheet, cat. no. 4221.0, viewed 15 August 2013, < http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02010?OpenDocument >.
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Data Quality Framework Dimensions

Institutional environment	<p>Numerator:</p> <p>SCSEEC collects Government schools recurrent and capital expenditure data on behalf of Government schools for reporting purposes.</p> <p>Denominator:</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>Numerator:</p> <p>Data relate to major expenditure categories provided both as total expenditure and in terms of cost per student (FTE).</p> <p>Denominator:</p> <p>The data supplied matches the scope and definitions specified through the Notes, Instructions and Tabulations (NIT) document available on request from the ABS. Comparable statistics are provided for each of the states and territories and nationally. NSSC student data includes students undertaking additional educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such</p>

Timeliness	<p>programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.</p> <p>Numerator: Data are collected annually on a financial year basis which accords with State and Territory financial reporting processes. The most recent available data are used.</p> <p>Denominator: The NSSC is an annual collection as at the first Friday in August of each year and provided to the ABS during November of the same year. Student FTE data is made available between January and March the following year.</p>
Accuracy	<p>Numerator: Data are derived from jurisdictions' audited annual accounts.</p> <p>Denominator: The NSSC is an administrative by-product collection from data collected from enrolment forms. 2011 and 2012 data forwarded to the ABS represent student counts. The ability to manage multiple records of enrolment may vary among systems administering enrolment data and may result in over-reporting of students by some systems. Where administration duplicates can be identified they should be removed by the administering systems during data validation processes conducted prior to providing the NSSC data to the ABS (or the Australian Government Department of Education, for non-government schools who then provides this data to the ABS for the non-government contribution). The extent of over-reporting cannot be quantified, but the understanding of the extent that students might be legitimately enrolled in more than one school would suggest that the figure is small. Some revisions may occur year to year where providers resupply data post publication. The FTE values for students reported for this indicator have a high degree of accuracy.</p>
Coherence	<p>Numerator: Data are specialised in terms of established data standards and instructions.</p> <p>Denominator: Each state and territory government and the Australian Curriculum Assessment & Reporting Authority (ACARA) reports on school students. ABS NSSC data is sourced for national reporting mechanisms including the National Education Agreement, Report on Government Services and the National Report on Schooling in Australia.</p>
Interpretability	<p>Numerator: Data are nationally consistent and used for the National Report on Schooling.</p> <p>Denominator: Explanatory Notes and a Glossary accompany the data available on the ABS website, and include caveats and advice as appropriate.</p>
Accessibility	<p>Numerator: Data are determined based on a derived nationally consistent basis and underpinning data is not directly available.</p> <p>Denominator: Results from the NSSC are presented on the ABS website in data cubes (Excel spreadsheets including pivot tables). These tables offer a versatile source of data, enabling clients to tailor data to suit their information requirements.</p>

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

The notional UCC makes explicit the opportunity cost of using the funds to provide services rather than investing elsewhere or retiring debt. When comparing the costs of government services, it is important to account for the notional UCC because it is:

- often a significant component of the cost of services
- often treated inconsistently (that is, included in the costs of services delivered by most non-government service providers, but effectively costed at zero for many government service providers).

Notional UCC reflects the annual UCC per FTE student, and is set at 8 per cent of the value of non-current physical assets (for example, land, buildings, plant and equipment) which are re-valued over time.

Holding other factors constant, a low or decreasing UCC per student may represent better or improved efficiency.

Efficiency data are difficult to interpret and this indicator in particular is only partial in nature, as it does not reflect the full cost per student. While high or increasing UCC per student may reflect deteriorating efficiency, it may also reflect changes in aspects of schooling (broader curricula, enhanced facilities), or the characteristics of the education environment (such as population dispersion and/or rapid growth and more geographically remote students). Similarly, low or decreasing UCC per student may reflect improving efficiency or lower quality (less effective education) or fewer facilities or reduced capital maintenance. Efficiency data need to be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance.

Student-to-staff ratio

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Student-to-staff ratio
Measure (computation)	<p><u>Definition</u></p> <p>The FTE (full-time equivalent) of students per FTE of staff. Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff.</p> <p><u>Numerator/s</u></p> <p>The FTE of students</p> <p><u>Denominator/s</u></p> <p>The FTE of staff.</p> <p><u>Computation/s:</u></p> <p>The numerator (above) divided by the denominator (above) Data are reported for primary, secondary and all schools, and for teaching and non-teaching staff, by jurisdiction</p>
Data source/s	<p><u>Numerator and Denominator</u></p> <p>Numerator: National Schools Statistics Collection (NSSC) data; and unpublished data from <i>Schools, Australia</i>, (cat. no. 4221.0).</p> <p>The student to staff ratios for teaching staff are available directly from published data. The ratios for non-teaching staff and all staff are derived from a range of published NSSC data.</p> <p>All data are available annually.</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data on government and non-government schools are collected from administrative school enrolment databases and collated by the ABS through the National Schools Statistics Collection (NSSC) (non-finance) and are based on the annual School census. This collection was established through the work of the former MCEETYA, now the Standing Council on School Education and Early Childhood (SCSEEC).</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>School student data are available by state/territory and for full-time students and full plus part-time students. Rates are based on FTE school students and FTE staff.</p> <p>All data are collected to standard classifications as stated in the NSSC Notes, Instructions and Tabulations Manual. Data covers all students enrolled in school, some of whom may be taking additional educational activities such as VET in Schools (including through TAFE), school-based apprenticeships or traineeships, tertiary extension studies, work placements, or a combination of such programs. The workload of such activities is included if the activity is undertaken as part of the student's school enrolment.</p>
Timeliness	<p>The NSSC is based on the school census that is conducted annually on the first Friday in August each year by state and territory departments of education. The results from the 2012 NSSC were released in March 2013.</p>
Accuracy	<p>Each school provides information on their enrolments to the relevant state</p>

education department, which then forwards aggregate data to the ABS. The collection of data on students in non-government schools is coordinated through the Australian Government Department of Education.

The NSSC is based on information on each student enrolled at the time of the school census.

Coherence Data for jurisdictions are comparable and are collected in accordance with national standards. Before sending data to the ABS, each state and territory education department cleans the data and removes duplicate records so that students are only counted once. Due to the different enrolment systems, the ability to remove duplicates varies among jurisdictions and this may result in over-reporting of school students in some jurisdictions.

Cross boarder enrolments may affect consistency between the populations at the numerator and denominator.

Each state and territory government reports on school students. The Australian Curriculum Assessment & Reporting Authority (ACARA) also reports on school students and the five-yearly ABS Census of Population and Housing includes information on children attending school.

Accessibility *Schools, Australia* (cat. no. 4221.0) includes explanatory notes and a glossary available on the ABS website.

Interpretability Published information is included in *Schools, Australia* (cat. no. 4221.0) on the ABS website. A range of time series data cubes, with a focus on state/territory level information, is also available on the ABS website.

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following issues:

gaps/issues

- efficiency data should be interpreted within the context of the effectiveness and equity indicators to derive an holistic view of performance. While a low or decreasing student-to-teacher ratio may reflect decreasing efficiency, it may also reflect a higher quality education system, if a lower ratio leads to better student outcomes
- the student-to-staff ratio is aggregated across all subjects and Year levels, and does not distinguish between subjects and/or Year levels where different ratios may be appropriate
- the student-to-staff ratio is affected by factors that may differ across the states and territories, including population dispersion (leading to a larger proportion of small schools), the proportion of special needs students, the degree to which administrative work is undertaken by people classified as teachers (such as principals, deputy principals and senior teachers), and the level of other inputs to school education (for example, non-teaching staff, computers, books and laboratory equipment).

Learning outcomes – Reading performance, writing performance, numeracy performance (NAPLAN)

Data quality information for NAPLAN outcomes for these indicators has been sourced from the Steering Committee’s report to the COAG Reform Council on the National Education Agreement (data supplied by ACARA), with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	‘Learning outcomes’ (reading performance, writing performance, numeracy performance)
Measure (computation)	<p><u>Definition</u></p> <p><u>Measures</u></p> <ul style="list-style-type: none"> • Proportion of students who achieved at or above the national minimum standard (for reading, writing and numeracy, in years 3, 5, 7 and 9) • NAPLAN mean scale scores for students (for reading, writing and numeracy in years 3, 5, 7 and 9) <p><u>Computation</u></p> <p>Proportion at or above the national minimum standard, or mean scale score. The complex process by which student scores are arrived at and distributed across the national achievement bands (using the Rasch model, a recognised analysis model for educational measurement) are agreed by States, Territories and the Commonwealth and endorsed by the NAPLAN Expert Advisory Group. Due to the complexities of the methodology, it is not possible to give a simple computation of the precise number of students at or above the national minimum standard, which is best reported in the bands designed for that purpose.’</p> <p>Confidence intervals:</p> <ul style="list-style-type: none"> • <u>2012 Reading CIs</u>: 2012 confidence interval data for the “proportion of students who achieved at or above the national minimum standard” and “mean scale scores” in reading for Years 3, 5, 7 and 9 • <u>2012 Persuasive Writing CIs</u>: 2012 confidence interval data for the “proportion of students who achieved at or above the national minimum standard” and “mean scale scores” in persuasive writing for Years 3, 5, 7 and 9 • <u>2012 Numeracy CIs</u>: 2012 confidence interval data for the “proportion of students who achieved at or above the national minimum standard” and “mean scale scores” in numeracy for Years 3, 5, 7 and 9
Data source/s	Is collected at school level and distributed by the Test Administration Authorities in each state and territory. 2012 data sourced from ACARA (2013 and unpublished) National Assessment Program - Literacy and Numeracy: Achievement in reading, writing, language conventions and numeracy (and additional unpublished data supplied by ACER). Student background data at the school level are provided by education authorities to the contractor. Student responses are scanned and marked by the contractor, who undertakes analysis to enable reporting of NAPLAN results at the national, state and territory level.

Data Quality Framework Dimensions

Institutional environment	<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): ACER (Australian Council for Educational Research)</p>
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Relevance	<p><i>Level of geography:</i> Data are available at National and State/Territory levels, by general population, language background other than English, male and female, indigenous and non-indigenous, geographic location, indigenous and non-indigenous by geographic location, and parental education and parental occupation.</p> <p><i>Data completeness:</i> Yes.</p> <p><i>Numerator/Denominator source:</i> 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><i>For Education indicators, are all types of schools, universities, technical colleges/TAFEs and correspondence schools included?</i> Schools included are those whose students sit NAPLAN tests.</p> <p><i>Have standard classifications been used?</i> Yes.</p>
Timeliness	<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 2012 was released by ACARA on 18 December 2012.</p>
Accuracy	<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>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 'n.p.' indicates data not published as there were no students tested or the number of students tested was less than 30.</p> <p>The abbreviation '-' indicates that the geographic location code does not apply within this State/Territory or for this year level.</p>
Coherence	<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 are consistent with data supplied in previous reporting rounds.</p> <p>Jurisdiction estimate calculation: Yes</p>
Accessibility: Interpretability	<p>The data are available in PDF format at www.naplan.edu.au.</p> <p>Other Supporting information: FAQs on (www.naplan.edu.au).</p> <p>Socioeconomic status derivation: NA</p> <p>Socioeconomic status quintiles derivation: NA The data is available in PDF format at (www.naplan.edu.au).</p>

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • Students are classified in four ways: assessed, exempt, absent, withdrawn. Exempt students are not assessed and are deemed not to have met the national minimum standard. • Published confidence intervals are used for student 'gain' from 2008-2010-2012.
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Learning outcomes – Science literacy performance - NAP

Data quality information for this indicator has been drafted by the ACARA, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' – science literacy performance
Measure (computation)	<p><u>Definition</u></p> <p>Percentage of students achieving at or above the proficient standard on the scientific literacy scale by jurisdiction. These data are also reported by sex, Indigenous status, and geolocation for 2006, 2009 and 2012, and by LBOTE status and socioeconomic status for 2009 and 2012. 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.</p> <p><u>Numerator –</u></p> <p>Number of year 6 students assessed achieving at proficiency level 3.2 or above the proficient standard on the scientific literacy scale</p> <p><u>Denominator –</u></p> <p>Number of year 6 students assessed on scientific literacy</p> <p><u>Computation/s:</u></p> <p>The proportion of assessed year 6 students who achieve at or above the proficient standard for scientific literacy.</p>
Data source/s	Published report by ACARA (2013).

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): Individual schools send their data under a set of protocols to the Contractor/Data Compiler. Student background data at the school level are provided by education authorities to the contractor. Student responses are scanned and marked by the contractor, who undertakes analysis to enable reporting of results at the national, state and territory level.'</p> <p>Collection authority: ACARA Act</p> <p>Data Compiler(s): the contractor (in 2012, the contractor was Educational Assessment Australia, EAA)</p>
Relevance	<p>Level of Geography: Data are available by National, State and Territory, and geo-location levels.</p> <p>Data Completeness: data are complete</p> <p>Indigenous Statistics: Data are available by Indigenous status by geo-location by state and territory.</p> <p>Socioeconomic status data: Limited data are available by parental education and parental occupation, 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 EAA.</p> <p>The original purpose for collecting the data is to report against the national key performance measure detailed in the Measurement Framework for Schooling in Australia, which provides the basis for Australian, State and Territory Governments to report on the performance of schooling in accordance with the Melbourne Declaration on Educational Goals for</p>

	<p>Young Australians.</p> <p>Have standard classifications been used? If not, why not? Yes they have been used.</p>
Timeliness	<p>Collection interval/s: The Science Literacy test is conducted every three years.</p> <p>Data available: (for most recent data – 2012) The 2012 National Assessment Program – Science Literacy (NAP-SL) Public Report and the 2012 NAP-SL Technical Report were both released by ACARA in 2013.</p> <p>Updates to the data after its release are not likely.</p>
Accuracy	<p>Method of Collection: By schools and provided to EAA, who provide to ACARA.</p> <p>Data Adjustments: Raw NAP-SL scores are converted to scaled scores.</p> <p>Sample/Collection size: The collection size is a nationally representative sample of Year 6 students.</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.</p> <p>Changes between cycles: Caution should be exercised when using the data to measure small changes from one cycle to the next; 95 per cent confidence intervals have been provided.</p> <p>The following quality control measures were undertaken:</p> <ul style="list-style-type: none"> • Student responses/scores were entered separately by two trained operators and a program compared the scores from each entry and identified any discrepancies. Any discrepancy was highlighted and checked by the supervisor and the correct response/score recorded. Range checked validations were also conducted. • Parallel processing: Procedures undertaken for the conduct of the sampling, data analysis and equating were carried out by the contractor and a subcontractor independently, with results from each cross-checked for accuracy.
Coherence	<p>Consistency over time: NAP-SL results are collected in a consistent manner every three years.</p> <p>State and Territory data are consistent with each other and the Australian level.</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 EAA.</p> <p>The data are consistent with data supplied in previous reporting round.</p> <p>Jurisdiction estimate calculation: Yes</p> <p>Jurisdiction/Australia estimate calculation: Yes</p>
Interpretability	<p>Context: Yes, this is within the context of the NAP-SL testing and reporting environment.</p> <p>Other Supporting information: FAQs and Glossary on www.nap.edu.au</p> <p>Socioeconomic status definition: Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. Parental occupation represents the occupation group which includes the main work undertaken by a parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported</p> <p>Socioeconomic status derivation: Not available</p> <p>Socioeconomic status quintiles derivation: Not available</p>

Accessibility Data publicly available on www.nap.edu.au
Data are not available prior to public access.
Supplementary data are available upon request.
The data are available in PDF format.

Data Gaps/Issues Analysis

Key data gaps /issues The Steering Committee notes the following issues:

- This is a three yearly sample assessment and therefore may not necessarily represent the outcomes were all students to be tested. Confidence intervals are provided.

Learning outcomes – Civics and citizenship performance - NAP

Data quality information for this indicator has been drafted by the ACARA, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' – civics and citizenship performance (NAP)
Measure (computation)	<p>Proportion of sampled of year 6 and year 10 students achieving at or above the proficient standard for civics and citizenship. These data are also reported by sex, Indigenous status, LBOTE status, socioeconomic 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).</p> <p><u>Numerator</u> – Number of year 6 and year 10 students assessed achieving proficiency level 2 for year 6, and at level 3 for year 10 for civics and citizenship performance</p> <p><u>Denominator</u> – Number of year 6 and year 10 students assessed on civics and citizenship knowledge and understanding</p> <p><u>Computation/s</u>: The proportion of assessed year 6 and year 10 students who achieve at or above proficiency level 2 for year 6, and at level 3 for year 10 for civics and citizenship performance</p>
Data source/s	Published report by ACARA (2011)

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): Individual schools send their data under a set of protocols to the Contractor/Data Compiler. Student background data at the school level are provided by education authorities to the contractor. Student responses are scanned and marked by the contractor, who undertakes analysis to enable reporting of results at the national, state and territory level.'</p> <p>Collection authority: ACARA Act</p> <p>Data Compiler(s): the contractor (in 2010, the contractor was the Australian Council for Educational Research, ACER)</p>
Relevance	<p>Level of Geography: Data are available by National, State and Territory, and geo-location levels.</p> <p>Data Completeness: data are complete</p> <p>Indigenous Statistics: Data are available by Indigenous status by geo-location by state and territory.</p> <p>Socioeconomic status data: Limited data are available by parental education and parental occupation, 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>The original purpose for collecting the data is to report against the national key performance measure detailed in the Measurement Framework for Schooling in Australia, which provides the basis for Australian, State and Territory Governments to report on the performance of schooling in accordance with the Melbourne Declaration on Educational Goals for Young Australians.</p>

	Have standard classifications been used? If not, why not? Yes they have been used.
Timeliness	Collection interval/s: The Civics and Citizenship test is conducted every three years. Data available: (for most recent data – 2010) The 2010 NAP Civics and citizenship Year 6 and Year 10 Report and the 2010 NAP Civics and citizenship Technical Report were released by ACARA in November 2011. Updates to the data after its release are not likely.
Accuracy	Method of Collection: Method of Collection: By schools and provided to ACER, who provide to ACARA. Data Adjustments: Raw NAP CC scores are converted to scaled scores. Sample/Collection size: The collection size is a nationally representative sample of Year 6 and Year 10 students. Standard Errors: The standard errors have been used to calculate 95 per cent confidence intervals for all the data provided. Known Issues: Confidence intervals should be considered when ranking jurisdictions. Changes between cycles: Caution should be exercised when using the data to measure small changes from one cycle to the next.
Coherence	Consistency over time: NAP CC results are collected in a consistent manner every three years. State and Territory data are consistent with each other and the Australian level. The numerator and denominator are compiled from a single source, with the exception of aggregated data for the mean scale scores provided by ACER. The data are consistent with data supplied in previous reporting round.
Interpretability	Jurisdiction estimate calculation: Yes Jurisdiction/Australia estimate calculation: Yes Context: Yes, this is within the context of the NAP CC testing and reporting environment. Other Supporting information: FAQs and Glossary on www.nap.edu.au Socioeconomic status definition: Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. Parental occupation represents the occupation group which includes the main work undertaken by a parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported Socioeconomic status derivation: Not available Socioeconomic status quintiles derivation: Not available
Accessibility	Data publicly available on www.nap.edu.au Data are not available prior to public access. Supplementary data are available upon request. The data is available in PDF format.

Data Gaps/Issues Analysis

Key data gaps /issues	The Steering Committee notes the following issues: <ul style="list-style-type: none"> • This is a three yearly sample assessment and therefore may not necessarily represent the outcomes were all students to be tested. Confidence intervals are provided.
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Learning outcomes – ICT literacy performance - NAP

Data quality information for this indicator has been drafted by the ACARA, in consultation with the School Education Working Group, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	'Learning outcomes' – Information and communication technologies (ICT) literacy performance (NAP)
Measure (computation)	<p>Proportion of sampled of year 6 and year 10 students achieving at or above the proficient standard in ICT literacy by jurisdiction. These data are also reported by sex, Indigenous status, LBOTE status, socioeconomic status and geolocation (national data only for subgroups). The proficient standard for ICT literacy performance is set at the boundary between proficiency Levels 2 and 3 for year 6, and at the boundary between Proficiency Levels 3 and 4 for year 10, (of levels 1 to 6). Data are reported for 2005, 2008 and 2011.</p> <p><u>Numerator</u> – Number of year 6 and year 10 students assessed achieving proficiency level 3 for year 6, and at level 4 for year 10 on ICT literacy knowledge and understanding</p> <p><u>Denominator</u> – Number of year 6 and year 10 students assessed on the ICT literacy knowledge and understanding</p> <p><u>Computation/s</u>: The proportion of assessed year 6 and year 10 students who achieve at or above proficiency level 3 for year 6, and at level 4 for year 10 on the ICT literacy performance.</p>
Data source/s	Published reports by MCEECDYA (2010) and ACARA (2012).

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): Individual schools send their data under a set of protocols to the Contractor/Data Compiler. Student background data at the school level are provided by education authorities to the contractor. Student responses are scanned and marked by the contractor, who undertakes analysis to enable reporting of results at the national, state and territory level.'</p> <p>Collection authority: ACARA Act</p> <p>Data Compiler(s): the contractor (in 2011, the contractor was the Australian Council for Educational Research, ACER))</p>
Relevance	<p>Level of Geography: Data are available by national, state and territory, and geo-location levels.</p> <p>Data Completeness: data are complete</p> <p>Indigenous Statistics: Data are available by Indigenous status by geo-location by state and territory.</p> <p>Socioeconomic status data: Limited data are available by parental education and parental occupation, 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>The original purpose for collecting the data is to report against the national key performance measures detailed in the Measurement Framework for</p>

	<p>Schooling in Australia, which provides the basis for Australian, State and Territory Governments to report on the performance of schooling in accordance with the Melbourne Declaration on Educational Goals for Young Australians.</p> <p>Have standard classifications been used? If not, why not? Yes they have been used.</p>
Timeliness	<p>Collection interval/s: The ICT Literacy test is conducted every three years.</p> <p>Data available: (for most recent data – 2011) The 2011 NAP ICT Literacy Year 6 and Year 10 Report and the 2011 NAP ICT Literacy Technical Report were both released by ACARA in 2012.</p> <p>Updates to the data after its release are not likely.</p>
Accuracy	<p>Method of Collection: By schools and provided to ACER, who provide to ACARA.</p> <p>Data Adjustments: Raw NAP ICT Literacy scores are converted to scaled scores.</p> <p>Sample/Collection size: The collection size is a nationally representative sample of Year 6 and Year 10 students.</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.</p>
Coherence	<p>Changes between cycles: Caution should be exercised when using the data to measure small changes from one cycle to the next.</p> <p>Consistency over time: NAP ICT Literacy results are collected in a consistent manner every three years.</p> <p>State and Territory data are consistent with each other and the Australian level.</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 are consistent with data supplied in previous reporting round.</p>
Interpretability	<p>Jurisdiction estimate calculation: Yes</p> <p>Jurisdiction/Australia estimate calculation: Yes</p> <p>Context: Yes, this is within the context of the NAP ICT Literacy testing and reporting environment.</p> <p>Other Supporting information: FAQs and Glossary on www.nap.edu.au</p> <p>Socioeconomic status definition: Parental education represents the highest level of parental school or non-school education that a parent/guardian has completed. This includes the highest level of primary or secondary school completed or the highest post-school qualification attained. Parental occupation represents the occupation group which includes the main work undertaken by a parent/guardian. If a parent/guardian has more than one job, the occupation group which reflects their main job is reported</p> <p>Socioeconomic status derivation: Not available</p> <p>Socioeconomic status quintiles derivation: Not available</p>
Accessibility	<p>Data publicly available on www.nap.edu.au</p> <p>Data are not available prior to public access.</p> <p>Supplementary data are available upon request.</p> <p>The data is available in PDF format.</p>

Data Gaps/Issues Analysis

Key data gaps /issues

The Steering Committee notes the following issues:

- This is a three yearly sample assessment and therefore may not necessarily represent the outcomes were all students to be tested. Confidence intervals are provided.

Learning outcomes – The proportion of students in the achieving at or above the proficient standard, and in bottom and top levels of performance in international testing (PISA 2012, TIMSS 2011 and PIRLS 2011).

Data quality information for this indicator has been drafted by the School Education Working Group, and sourced from the Steering Committee’s report to the COAG Reform Council on the National Education Agreement (data supplied by ACER), with additional material supplied by ACER and Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	‘Learning outcomes’ – (reading literacy, scientific literacy, mathematical literacy performance)
Measure	<p>Proportion of students that achieved at or above the nationally agreed proficiency level</p> <p>Numerator: number of students who achieved at or above the nationally agreed proficiency level</p> <ul style="list-style-type: none"> – PISA: level 3 for each of reading literacy, mathematical literacy and scientific literacy – TIMSS: intermediate and above (years 4 and 8 mathematics achievement and science achievement) – PIRLS: intermediate and above (year 4 reading literacy performance) <p>Denominator: total population of all students (15 year old students participating in PISA; years 4 and 8 students participating in TIMSS and PIRLS)</p>

Proportion of students in top and bottom levels of performance

Numerator top level: number of students who achieved:

- PISA: at level 5 and level 6 on each of reading literacy, mathematical literacy and scientific literacy
- TIMSS and PIRLS: above the Intermediate benchmark on each of reading literacy performance (PIRLS Year 4); mathematics achievement and science achievement (TIMSS years 4 and 8).

Numerator bottom level: number of students who achieved

- PISA: at level 1 or below on each of reading literacy, mathematical literacy and scientific literacy
- TIMSS and PIRLS: below the Intermediate benchmark on each of reading literacy performance (PIRLS Year 4); mathematics achievement and science achievement (TIMSS years 4 and 8).

Denominator: total population of all students (15 year old students participating in PISA; years 4 and 8 students participating in TIMSS and PIRLS).

Data source	PISA 2012 and earlier PISA cycles; TIMSS 2011 and earlier TIMSS cycles; PIRLS 2011
Institutional Environment	<p>The data were collected by the Australian Council for Educational Research (ACER). ACER is an independent not for profit educational research company.</p> <p>ACER are contracted by the Australian and State and Territory</p>

	<p>Governments to manage PISA, TIMSS and PIRLS in Australia</p> <p>Data are collected from students, teachers and schools directly by ACER. Statistical confidentiality is assured. All identifying data are removed from the data file prior to submission to the International Study Centre.</p> <p>The data are collected as part of the National Assessment Program. Participation of selected schools is mandatory, participation of students is voluntary.</p>
Relevance	<p>Level of Geography: State/Territory, Metropolitan, Provincial and Remote</p> <p>Data Completeness: All data are available from this data source</p> <p>Indigenous Statistics: Indigenous status is obtained from students</p> <p>Socioeconomic status data: Socioeconomic status is available at all data levels</p>
Timeliness	<p>Numerator/Denominator Source: Yes</p> <p>Collection interval/s: every 3 years (PISA); every 4 years (TIMSS); every 5 years (PIRLS).</p> <p>Data available: December 2013 (PISA 2012); December 2012 (TIMSS 2011; PIRLS 2011)</p> <p>Referenced Period: The data are collected during the 2012 school year (PISA 2012); 2010 school year (TIMSS 2011; PIRLS 2011)</p> <p>No revisions likely.</p> <p>Single data source only</p> <p>No other less frequent data sources that contain more detailed data can be used in other reporting years</p>
Accuracy	<p>Method of Collection: For PISA the test and questionnaires are administered to selected students in selected schools by independent test administrators who are employed by and trained by ACER. For TIMSS and PIRLS the test and questionnaires are administered to selected classes in selected schools by teachers at the school who are not teachers of the selected students.</p> <p>Data Adjustments: data are weighted only.</p> <p>Sample/Collection size: 14 481 students aged who are aged between 15 years and 3 months and 16 years and 2 months at the beginning of the testing period (PISA 2012). The TIMSS 2011 and PIRLS 2011 sample is about 6150 students at Year 4 and the TIMSS 2011 sample is about 7500 students at Year 8.</p> <p>Response rate: Student response rate is about 95 per cent.</p> <p>Standard Errors: These vary but are included in tables where required.</p> <p>Data are test achievement data.</p> <p>There are no particular data tables for the performance indicator that require more detailed information or explanation.</p> <p>There are no external factors that may impact on the consistency of the data for the performance indicator.</p>
Coherence	<p>There are no revisions expected.</p> <p>The data are internally consistent.</p> <p>The numerator and denominator are compiled from a single source.</p> <p>The data are consistent with data supplied in previous reporting rounds.</p> <p>There have been no changes to the underlying data collection.</p> <p>No real world events have impacted on the data or its management.</p> <p>These data are not comparable with any other data sources.</p>
Interpretability	<p>All terms used in analysis are explained in the reports available from www.acer.edu.au/timss and from www.acer.edu.au/ozpisa</p> <p>There are no ambiguous terms.</p>
Accessibility	<p>Data are publicly available from www.acer.edu.au/timss and from</p>

www.acer.edu.au/ozpisa. Some unpublished data have been provided by ACER for this report.

Data Gaps/Issues Analysis

Key data gaps/issues

The Steering Committee notes the following issues:

The population sample for this data collection does not support disaggregation at the State and Territory level by Indigenous status. Further analysis is required to determine whether an alternative data source is necessary and/or more refined indicators/measures developed.

The disaggregation of data to report students in the 'top' and 'bottom' levels of performance has resulted 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 — 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.

Completion (year 12)

Data quality information for this indicator has been drafted by the Australian Government Department of Education with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	Completion
Measure (computation)	<p><u>Definition</u></p> <p>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, by socio-economic status and geolocation.</p> <p><u>Numerator/s</u></p> <p>The number of students who meet the requirements of a year 12 certificate or equivalent (these criteria vary across jurisdictions) by socio-economic status and geolocation.</p> <p><u>Denominator/s</u></p> <p>The estimated potential year 12 population (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) by socio-economic status and geolocation.</p> <p><u>Computation/s:</u></p> <p>The number of students who meet the requirements of a year 12 certificate or equivalent divided by the estimated potential year 12 population. These are provided as follows for socio-economic status (high, medium, low) and by geolocation (metropolitan, provincial, remote, very remote):</p> <p>Socio-economic status: The ABS Postal Area Index of Relative Socio-economic Disadvantage is used to calculate socioeconomic status on the basis of postcode of students' home addresses.</p> <p>Geolocation: Definitions for geolocation are based on the agreed MCEECDYA Geographic Location Classification adapted to the Australian Statistical Geography Standard (ASGS) which was introduced in 2011.</p> <p>A common total for socio-economic status and geolocation is selected for reporting all students' rates and this may mean totals for socioeconomic status differ slightly to those in other publications.</p>
Data source/s	<p><u>Numerator/s:</u></p> <p>Australian Government Department of Education (unpublished) – sourced from states and territories qualification authorities.</p> <p><u>Denominator/s:</u></p> <p>Australian Government Department of Education (unpublished) – sourced from ABS population data based on the 2011 Census of Population and Housing</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data Collector(s): The data were collected by each of the eight state/territory Australian Curriculum, Assessment and Certification Authorities (ACACA) boards.</p> <p>Collection authority: Collected at request of MCEECDYA and Steering Committee for the Review of Government Service Provision</p> <p>Data Compiler(s): Compiled by the Australian Government Department of Education</p> <p>DEEWR requests summary data at the postcode level. Significant errors</p>
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Relevance

picked up in subsequent report periods.

Data topic: Students under 20 years of age, issued with Year 12 Certificates by sex and postcode. The certificates reported include:

- NSW - Year 12 Students Completing the Requirements of the High School Certificate (HSC);
- VIC - Year 12 Students Completing the Requirements of the Victorian Certificate of Education (VCE)) and Victorian Certificate of Applied Learning (VCAL) - Intermediate and Senior levels;
- QLD - Year 12 Students who received a Senior Statement;
- WA - Year 12 Students Receiving a Statement of Results for Completing at least one full year Curriculum Council Subject;
- SA - Students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. In 2011 the SACE Board of South Australia introduced a new South Australian Certification of Education (SACE). 2011 data for South Australia includes students completing the SACE requirements and students receiving a Record of Achievement for completion of at least one full year (20 credit) Stage 2 SACE subject. This constitutes a break in series for these data.
- TAS* - Year 12 Students Completing the Requirements of the Tasmanian Certificate of Education ;
- ACT - Year 12 Students Completing the Requirements of the ACT Year 12 Certificate.
- NT - Year 12 Students Completing the Requirements of the Northern Territory Certificate of Education;

* In 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.

Level of geography: Data are collected at the postcode level.

Key Data Items: Year 12 completion rates, by region and SES status, which are both calculated from postcode data.

Numerator/Denominator Source: The numerator is calculated based on Year 12 certificate data supplied by the state/territory examination boards. The denominator is based on Estimated Resident Population data released by the ABS at the SLA level for 15 to 19 year olds by sex.

Year 12 Completions data are collected to construct indicators showing the relative rates of young people completing senior secondary school education across different socio economic groups and across geographic regions by state. The collection has limited scope. The data refer predominantly to Year 12 Certificates issued from mainly academic streams, and so does not include completions from courses that have a large vocational component. The collection is therefore not suitable as a measure of Year 12 or equivalent attainment. Definitions of completions differ widely across states, so indicators are not comparable across states. Also, in three states, the completions numbers relate to students who have been issued certificates in at least one subject, whilst in other states the data refer to numbers of students who have successfully completed a Year 12 course over a number of subject areas.

Timeliness

Data collected: Annually. The Year 12 certificate data become available in January / February in the year following the reference year, whilst the estimated resident population data become available in July or August following the reference year.

Data available: The indicators are generally available four weeks after the estimated resident population data become available.

Referenced Period: The reference period for the Year 12 certificate data is the school calendar year. The estimated resident population data refer to 30 June of the reference year.

Data are unlikely to be updated after release, though the indicators are recalculated every five years as the ABS Estimated Resident Population series is rebased after each population census. In some years data have been revised, due to annual revisions in data becoming available.

The only alternative data source, in relation to the socioeconomic status and geography of Year 12 completers, is from the ABS Census of Population and Housing.

Accuracy

Method of Collection: Year 12 Completions data are supplied by the relevant qualifications authorities in annual data submissions to the Australian Government Department of Education.

The population data are published by the ABS.

Data Adjustments: The postcodes are mapped to Statistical Local Areas, as per the Australian Standard Geographical Classification, as published for the most recent census year. Where postcodes refer to post office boxes, these postcodes are mapped on to the delivery postcode that the post office box is located in. Newly created postcodes are mapped to the existing postcode that covers the new postcode area. Completions for student addresses that are postcodes allocated to military bases and universities are excluded.

Sample size: Estimates are based on full counts of completions.

Collection size: About 190,000.

Standard errors: Not calculated.

Under Counts: There are no known issues with under counts.

Over Counts: Given that in some states, the completion count refers to numbers of students receiving a completion certificate for completing at least one Year 12 subject, it is likely that a number of these students will receive certificates over at least a two year period.

As the indicator was not designed to be used to be a measure of completion levels, this is not considered to be a major issue.

Sensitive Questions - Not applicable. Steps have been taken to minimise processing errors - incoming completions data are checked for reasonableness. Reporting rates - Not applicable. Coverage issues - none

Coherence

Consistency over time: The series has changed over time, as Year 12 qualifications have changed. For example, in 2009 the Tasmanian Qualifications Authority introduced a new Tasmanian Certificate of Education (TCE). This requires students to meet a set of standards for achievement, everyday adult reading, writing, mathematics and use of computers. In previous years the TCE was awarded to students completing at least one senior secondary course. This represents a break in the time series.

The Northern Territory also had a similar break in series some years ago.

Consistency of jurisdictions: Data are not comparable across states and territories. State and territory data submissions vary substantially.

Numerator/denominator: The numerator is based on the numbers of Year 12 certificates issued to people who are either less than twenty year of age, or are in the 15-19 age group, as of December in the reference year. The difference in the definition of age group is not considered significant.

The denominator is based on numbers of people in the 15 to 19 year age group. The difference in age groups is not considered significant.

The data have been collected and processed consistently over time. In 2009 the Tasmanian Qualification Authority introduced a new Tasmanian Certificate of Education, which is based on students satisfactorily completing a number of senior secondary subjects before being eligible for the certificate. In previous years, the collection related to the numbers of students being issued a certificate for completing at least one Year 12 subject. This break in series will be documented. There is no alternative annual data source for this collection but a nationally agreed measure is under development. Similar indicators could be published quinquennially from ABS Census of Population and Housing data.

Accessibility

Contact details: (02) 6240 9281

Data are available in Excel tables. Low level data are not released.

Interpretability

Context: As the Year 12 completions data are not strictly comparable across jurisdictions, care must be taken in making interstate comparisons.

The coverage of Year 12 courses is limited, so the indicators are not suitable to be used to measure progress towards achieving the 'Year 12 or equivalent' COAG targets, though they can provide an indication of which socioeconomic and geographical groups are most in danger of not completing Year 12 level education.

Other Supporting information:

Information about Year 12 certificates can be found at the ACACA website at <http://acaca.bos.nsw.edu.au/>.

The ABS web site on the Socio-Economic Indexes for Areas (SEIFA).

The ABS publication, Schools Australia for information on numbers enrolled in Year 12.

Technical documentation published by the ABS explaining the ABS Estimated Resident Population series.

Year 12 completion refers to state Year 12 certificates. See 'relevance' section for names of these certificates.

Data Gaps/Issues Analysis

Key data gaps/issues

The Steering Committee notes the following issues:

- The aggregation of all postcode locations into three socioeconomic status categories — high, medium and low — 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. These data are not comparable as states and territories hold different requirements to achieve year 12 completion. Work is continuing to develop comparable measures.

Destination

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	Destination
Measure (computation)	<p><u>Definition</u></p> <p>The estimated number of school students who left school in a year and who, in May the following year, were participating in post-school education, training or full time employment, as a percentage of the estimated number of all school leavers in that given year.</p> <p><u>Numerator:</u></p> <p>Number of persons aged 15 to 19 years who have left school who are undertaking education, training or full time employment, or other outcomes by highest level of schooling completed.</p> <p><u>Denominator:</u></p> <p>Number of persons aged 15 to 19 years who have left school, by highest level of schooling completed.</p> <p><u>Computation/s:</u></p> <p>The proportion of students participating in post-school education, training or full time employment or other outcomes, as a percentage of the estimated number of all school leavers in the previous calendar year. These are provided by jurisdiction and disaggregated by highest level of schooling completed.</p>
Data source/s	<p><u>Numerator and Denominator</u></p> <p>ABS Survey of Education and Work (unpublished data)</p> <p>All data are available annually.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The Survey of Education and Work is 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 ABS Institutional Environment</p>
Relevance	<p>SEW data are available by state/territory. The SEW collects information on participation in education. The standard classification of qualifications used is the Australian Standard Classification of Education (ASCED).</p> <p>In the SEW, information may have been supplied by one household resident on behalf of another person. The person reporting may not know all the details of the educational participation of the other. Furthermore, answers to some questions were not supplied. Hence, judgement may be required in classifying people for this measure.</p>
Timeliness	<p>The SEW is conducted annually in May as a supplement to the monthly Labour Force Survey (LFS). Results from the 2012 survey were released in November 2012.</p>
Accuracy	<p>The 2012 SEW response rate was approximately 95 per cent which constituted around 39 500 completed interviews.</p> <p>The data for the SEW are collected from an ARA (Any Responsible Adult) on behalf of other members of the household and are weighted for non-response.</p> <p>The data are event data that can be used to measure year to year changes provided that the changes are significant enough to account for the Relative Standard Error (RSE) of estimates. The LFS sample was reduced by 20 per</p>

	cent in 2009, but the full sample was reinstated in 2010.
	Data with a RSE of between 25 per cent and 50 per cent should be used with caution while data with a RSE greater than 50 per cent is considered too unreliable for general use.
Coherence	<p>Both the numerator and denominator come from the SEW. Measures based on the 2010 SEW are consistent with data from the 2009 SEW previously supplied for COAG reporting.</p> <p>Prior to 2009 all persons in very remote areas were excluded from SEW. Very remote areas represent about 2 per cent of the total Australian and 20 per cent of the Northern Territory population. From 2009 onwards SEW has a slightly wider scope, and excludes only persons 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 persons account for about 15 per cent of the population.</p> <p>The Australian Standard Classification of Education (ASCED) has been used in all surveys with education items since 2001 and allows the education and training items between different surveys to be compared</p> <p>The Survey of Education and Training (SET) and the Census of Population and Housing also provide information on educational participation and attainment, and labour force status.</p>
Accessibility	<p>The data for the SEW are available via the ABS website in the publication Education and Work, Australia (http://www.abs.gov.au/AUSSTATS/abs@.nsf/ProductsbyCatalogue/556A439CD3D7E8A8CA257242007B3F32?OpenDocument) (Cat. No. 6227.0). This measure is also released as part of a SEW detailed education datacube.</p> <p>Additional data are available at cost upon request through the National Information Referral Service (http://www.abs.gov.au/websitedbs/D3310114.nsf/home/National+Information+and+Referral+Service) (NIRS). A Confidentialised Unit Record File (CURF) was not produced for the 2010 SEW. However, CURFs have been produced for every second cycle of this survey since 2001 (most recent 2011) and are available on request</p>
Interpretability	<p>Information on how to interpret and use the data appropriately is available on the ABS website, see Explanatory Notes in Education and Work, Australia (http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/6227.0Explanatory%20Notes1May%202009?OpenDocument) (Cat. No. 6227.0)</p> <p>Information on the SEIFA measure of socioeconomic status can also be found on the ABS website: www.abs.gov.au</p>

Data Gaps/Issues Analysis

Key data gaps/issues	<p>The Steering Committee notes the following issues:</p> <ul style="list-style-type: none"> • The data reported for this indicator relate to the jurisdiction in which the young person was resident the year after they left school and not necessarily the jurisdiction in which they attended school. • The small number of young people included in this sample survey means that disaggregation of destination estimates by jurisdiction can be unreliable, particularly for states and territories with smaller populations.
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